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ABSTRACT

In response to the Utah State Board of Education's new high school graduation requirements, five task forces of adult basic education teachers were charged with the identification of functional competencies for adult students in the areas of reading, writing, speaking, listening, and computation, and with the development of curricular materials for teaching those competencies. The results of the task force on writing skills are reported here. The first part of the report identifies the members of the basic skills task force, reports on what all new teachers of adults need to know, and provides a profile of an effective teacher of adult students. The second part is arranged according to performance objectives and includes instructional strategies and pre- and posttest assessments. Performance objectives include (1) writing legibly, (2) organizing and utilizing information by writing and using lists, (3) organizing information by writing and following an outline, (4) writing easily followed instructions and directions, (5) writing understandable advertisements and notices, (6) writing telephone messages clearly and correctly, (7) giving appropriate information on forms, (8) recognizing and restating central ideas, (9) writing short paragraphs using a topic sentence and supporting detail, (10) writing social and friendly letters, (11) writing business letters using a standard format, and (12) writing for enjoyment. (HOD)

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ADULT EDUCATION

BASIC SKILLS TASK FORCE:

WRITING SKILLS

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FOREWORD

The following materials have been developed in response to the Utah State Board of Education's new high school graduation requirements, especially as these requirements relate to the identification, teaching, and assessment of basic functional competencies, i.e., speaking, listening, reading and writing; computation (arithmetic); processes and structure of democratic governance; consumer economics and problem solving. Therefore, these materials are being disseminated to assist local programs in establishing a basic competency curricula for adult education students.

Vaughn L. Hall

Vaughn L. Hall
Acting State Superintendent
of Public Instruction

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Performance Objectives, Instructional Strategies, and Pre- and Post-Test Assessments:

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INTRODUCTION

In January of 1977, the Utah State Board of Education approved new state high school graduation requirements. The new requirements place increased emphasis on the demonstration of functional competencies and the development of individual education plans for each student. Specifically, these requirements are:

(1) Students shall demonstrate "functional competencies in the following basic skills...:

(a) Reading, writing, speaking, and listening.

(b) Computation (arithmetic).

(c) Processes and structure of democratic governance.

(d) As a consumer of goods and services.

(e) Problem solving."

(2) "An individual plan for the projected educational program to be pursued by each student during his or her membership in the school will be developed cooperatively by the student, designated school personnel, and parents. This plan will be guided by (Graduation Requirements) and individual student needs."

(State High School Graduation Requirements and State Program of Studies in Secondary Schools, pages 2, 3, & 4).

Given these requirements, it was early recognized that if the Demonstrated Functional Competencies (DFC) requirement were to be moved from policy to successful practice, a considerable amount of developmental work would have to be accomplished, especially as relates to adult students. Why? Because adult students attend adult basic and adult high school education classes voluntarily. Therefore, an urgent need developed to provide local adult education programs with assistance in two areas:

(1) The content requirements of DFC, i.e., curricula, materials, assessment instruments, etc.

(2) The process dimensions and/or ramifications of DFC requirements, i.e., the means of integrating basic and functional competency requirements with the learner's experiences, goals and aspirations.

In defining DFC as a process, local adult education programs are faced with implications for the instructional program that are profoundly different from those that result when DFC are expressed as a series of predetermined content areas. In a content-oriented approach, the student chooses from among several subjects according to his interests or needs. Each subject comes with clearly delineated objectives, often scope and sequence charts, and evaluation tools: when you do x, y, and z, you will be competent in the subject. The objectives are in effect imposed upon the student, and his exercise of choice is restricted to deciding which subjects he wishes to study. The criteria for competency are likewise predetermined, and the student has no input in either the development of the objectives or the definition of competency.

In a process-oriented approach, however, the learner himself helps to determine not only the general subject areas (e.g., occupational knowledge, consumer economics, health, governance), but also the objectives or steps within that subject area which he wishes to master. It is the learner, not the content area, which defines the competency to be achieved.

Because both of the above approaches (content and process) are required and necessary for effective programming in the adult basic and adult high school programs, it was determined that it would be impossible to successfully implement the DFC and individual education plan requirements of the high school graduation standards unless adult basic education teachers and students were involved in developing and implementing a demonstrated functional competency (DFC) curricula.

Therefore, the Utah State Office of Education, Adult Education and Community Services Unit, identified and charged five representative task forces of adult basic education teachers to; (1) identify functional competencies and/or understandings that are needed to function in day to day adult responsibilities, and (2) identify, develop, and/or organize functional curricula materials for teaching the identified functional competencies and understandings, i.e., (a) reading, writing, speaking, and listening (b) computation (arithmetic), (c) processes and structure of democratic governance, (d) as a consumer of goods and services, and (e) problem solving.

In identifying and charging the members of the five task forces, the following "operational" parameters were established to direct the activities of each task force.

(1) The activities, curricula, outcomes and recommendations for each task force and basic skill area should focus on students who are eighteen years of age or older and who are voluntarily seeking and/or attending basic skills improvement programs.

(2) The task force activities, materials and recommendations should be reported in sufficient copy, detail, and simplicity, to be functionally disseminated and diffused throughout the state.

The results of one of these task forces are reported in this report. The results of the other four task forces are reported in similar reports. Therefore, the purpose of this report is to assist local adult education programs in more effectively teaching and assessing students achievement of basic functional competencies, especially given the voluntary nature of an adult student's attendance in adult basic and adult high school classes.

PROFILE OF AN EFFECTIVE TEACHER OF ADULT STUDENTS

Teachers of adults represent the best in the teaching profession. They know that adult students attend school voluntarily and that these students will not return to the classroom if their educational needs are not being satisfied. These teachers are able to identify quickly the personal and emotional problems and needs of students. They correct student errors tactfully and use teaching moments to positively clarify and reinforce the learning process. They build on the day to day successes of students, thus assisting in the building of student confidence and aspirations. They listen to each student's viewpoint and know that friendliness and empathy are as important to the student as helping the student form an opinion on a subject.

Teachers of adults go the extra mile to be pleasant. They help students individually and guard a student's confidence. They know that adult students are sensitive and, in some cases, even embarrassed about their lack of education. These teachers know that they must help students resolve problems, academic and other, that interfere with the learning process. Teachers of adults build and reinforce a student's support mechanisms. They treat each student as an individual and learn to know each individual as a person.

Teachers of adults help students set and achieve objectives, educational and otherwise. They assist students in developing the confidence that is essential to proceed with educational tasks with assurance. They anticipate student questions, provide helpful information and give clear instructions and directions. They assess student progress and give the learner a feeling of satisfaction and accomplishment. They know how to improvise for effective instruction if the right books and instructional materials are not readily available.

Teachers of adults know how to put students at ease, thereby, creating a climate that makes it easy for students to concentrate and learn. They create an environment in which students feel needed and loved. They accept new situations and tasks readily, and they will do all within their power to assure the adult learner of daily success. They believe that the positive feelings of a student will overcome the fears and insecurity of past failures.

Teachers of adults organize and set curricula and instructional priorities according to the needs and learning styles of each student. They achieve pleasure when students achieve and suffer when students fail. They are patient and kind and have learned how to both humanize and individualize the learning process.

WHAT NEW TEACHERS OF ADULTS NEED TO KNOW

If you are teaching adults for the first time - or if you are a newcomer to the field - you may be puzzled and concerned about many aspects of your profession. In an effort to provide you with helpful information for alleviating some of these concerns and questions, the following information should be useful for planning and implementing a basic skills curricula for adult students.

I. Differences Between the Education of Children and Youth and Adults

Dr. Harry L. Miller, in his book Teaching and Learning in Adult Education, states that, "There are considerable differences between the enterprise devoted to the large and necessary task of socializing the young and that which pays attention to the learning needs of the world of adults: differences in purpose, scope, intensity, and available resources, and, consequently, wide differences in the appropriateness of the method" (p. 2). He then goes on to classify the differences into three areas; heterogeneity, structure, and maturity (p. 4-5).

A. Heterogeneity

The learning tasks which children are called upon to perform are usually common to all children, but this is not necessarily so with adults. All children are different, but the differences between adults in any group are greater than those of children ---greater differences of needs, of purposes, and of experiences. The reasons why an adult may want or need to learn something are different from those of children. Adults attend classes (learning centers) for various reasons---some of which may not even be related to the subject matter. The identification of these needs (and the satisfaction of them) takes a very different approach. Because of these great differences, the adult "teacher" must learn how to create an atmosphere in which the needs and purposes can be freely identified. Once the identification has been made, the "students" must be helped to find ways by which each can be satisfied.

Implications for teaching: Adults, in any learning situation, must be involved in planning their own learning experiences. The adult is an impatient learner; he feels a sense of hurry, a shortness of time in which to learn. Learning must be relevant and have immediate application. Adults frequently come to classes expecting to hear "correct answers" to their problems; but if such answers are given, they are usually rejected. Adults have to be brought to the understanding that learning is an active doing and participating experience and not a passive process.

B. Structure

Learning, for children, is primarily a job of identifying new things, new events, or new relationships---things with which they have had little or no previous experience. The adult, on the other hand, is an experienced veteran. There is little that he can learn that he may not have had some kind of previous knowledge, and he comes to the learning situation with a highly complicated set of expectations. These experiences may distort as frequently as they may enrich his learning. An adult, learning a new concept, may change it to fit into his own organized body of preconceived ideas.

Implications for teaching: Utilize the background and experience of the participants in the teaching situation. The adult must acquire and retain a high degree of self-confidence and he must have a feeling of success to a greater degree than children. Adults learn a great deal from each other. Adult students have been conditioned to believe that their learning capabilities have decreased with age, and they need reassurance and proof that this is not so. They generally have a stronger resistance to change than do children and youth.

C. Maturity

Someone is usually "in charge" of the education of children and youth. The adult, on the other hand, is in the habit of making his own decisions; his mistakes and his achievements are his own. An appropriate difference would be that in adult education an adult is helped to understand what his wants are and is given an opportunity to look at alternatives which will satisfy these wants. Teaching adults is like being a "learning facilitator" rather than a teacher in the traditional sense. The "facilitator" gives each adult an opportunity to decide what it is he wants to learn and how he should go about learning it.

Implications for teaching: The decision to learn or to return to school is made by the adult himself. The teacher is seldom a person with authority over his students. Adult classes are usually very informal. They may be a kind of "town hall" discussion session.

Source: Unknown

II. Facts About Adult Education Which May Be Different From the Education of Children and Youth

A. The decision to learn or to return to school is made by the adult himself.

1. Attendance is voluntary and determined by a practical motive; the adult is free to leave if he feels he is not getting what he wants.

2. The adult is always ready to learn if the materials presented bears upon his needs or deals with the concrete, practical problems of community life.

3. The adult needs to see an immediate benefit to himself in what he learns.

4. The content of what is taught must help prepare the adult to use immediately what he has learned or experienced in class and to assist him in the problems he faces from day to day.

5. The adult learner is usually interested in the immediate usefulness of new knowledge.

B. Adult Education is a part-time activity.

1. Adult learning experiences are, in most cases, supplementary or complementary to some major occupation other than education.

2. The adult has handicaps which he must overcome---physiological changes, psychological handicaps of prejudice, set patterns and habits, fatigue resulting from a full day's work prior to class.

3. The adult needs more time to learn.

C. The teacher is seldom a person with authority over his students.

1. The adult is not content to be a spectator; he needs to participate in the activities of the class frequently during a session.

D. The adult is different from the child or youth. He has had more experiences; he has developed opinions of his own; he has acquired practical know-how.

1. Students bring a mature, rich experience to class which influences their learning. It is imperative that new facts be related to this background of experience.

2. The adult must acquire and retain a high degree of self-confidence and must have a feeling of success to a far greater degree than children.

3. Since the adult usually has a ready-made motive or purpose when he comes to school, learning is of greater consequence and more worthwhile to him.

4. One of the primary objectives of the learning situation should be to provide a satisfaction of achievement for the learner.

5. The adult learner has more experience and a different quality of experience to contribute to the learning situation.

6. The adult learner is ready to learn different skills than the youthful learner, because he faces different developmental tasks, e.g., parenthood.

E. Adult classes are usually very informal. They may even be a kind of "town hall" discussion session.

F. Examinations may not be needed.

G. Adults learn a great deal from each other.

H. The adult teacher may be younger than his students.

1. The adult learner tends to be more autonomous, and therefore, less comfortable in a dependent role.

Source: Unknown

III. Essential Facts About Adults in a Learning Situation

A. Research has proved that:

1. The mind does not deteriorate with age

2. Adults are able to do "fast memorizing" more efficiently than young children.

3. Adult learners have an advantage over children because of their experience.

4. Adults learn more efficiently because they have a stronger reason for learning.

B. How adult learning can be improved:

1. He must WANT to learn. What he learns must have practical application.

2. He must squelch his doubts and fears, and he has many of them.

3. He learns best by doing. Problem solving is an excellent device.

4. He is sensitive to failure.

C. Roadblocks to adult learning:

  1. Negative feeling about self.
  2. Strong resistance to change.

Source: Unknown

ADULT EDUCATION BASIC SKILLS TASK FORCE:

READING, WRITING,
SPEAKING, LISTENING

TASK FORCE MEMBERS

LaRue Gurr, Chairperson

Reading:

Delajean Berry - Tooele District
Linda Gadd - Provo District
Guy Hillman - Alpine District
Wynne Anne Weight - Granite District

Writing:

Brent Campbell - Weber District
LaRue Gurr - Granite District
Pauline Newman - Salt Lake City District
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Speaking, Listening:

Janie Curtis - Ogden District
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ABSTRACT

The basic communication skills task force consisted of twelve adult education teachers from several local programs. The task force developed basic skills curricula for reading, writing, speaking, and listening. The curricula materials are contained in three separate booklets: (1) Reading, (2) Writing, and (3) Speaking and Listening. Each booklet contains pretests, remediation exercises, post tests and additional resource materials for selected basic objectives; and reflects a developmental beginning for continuing work on basic adult skills curriculum.

This booklet has been developed as a separate instructional program, but it can also be used effectively in connection with one or more of the other units. Materials in this booklet may be duplicated, adapted, and/or enriched - so long as they are well used.

WRITING - PERFORMANCE OBJECTIVES

1. Student will be able to write legibly.
2. Student will be able to organize and utilize information by writing and using lists.
3. Student will be able to organize and utilize information by writing and following an outline or a schedule.
4. Student will be able to write instructions and directions that can be easily followed.
5. Student will be able to write understandable advertisements and notices.
6. Student will be able to write telephone messages clearly and correctly.
7. Student will be able to give appropriate information by filling out a variety of forms and applications.
8. Student will be able to recognize the central idea in a paragraph and restate the idea in a complete sentence.
9. Student will be able to write short paragraphs using a topic sentence and supporting details.
10. Student will be able to write social and friendly letters.
11. Student will be able to write business letters using standard format.
12. Student will be encouraged to write for enjoyment.

SIGNIFICANCE OF NUMBERS

At the top of each page of this publication, beginning with page number 1, you will find information that will be useful to the teacher in identifying the subject area, level, and sequence of each instructional objective. For example, the following appears at the top of page 1:

TITLE: Adult Education Basic Writing Skills	TOPIC: Writing Legibly	417-001

The six digit number (417-001) can be interpreted by using the following NUMBER CODE.

NUMBER CODE

Subject Areas - The 1st digit in the series

$\boxed{0}$ 0 0 - 0 0 0 - Other
$\boxed{1}$ 0 0 - 0 0 0 - Mathematics
$\boxed{2}$ 0 0 - 0 0 0 - Science
$\boxed{3}$ 0 0 - 0 0 0 - Social Studies
$\boxed{4}$ 0 0 - 0 0 0 - Communications
$\boxed{5}$ 0 0 - 0 0 0 - Music/Art
$\boxed{6}$ 0 0 - 0 0 0 - Health/Phys. Ed.
$\boxed{7}$ 0 0 - 0 0 0 - Driver/Safety Ed.
$\boxed{8}$ 0 0 - 0 0 0 - Foreign Language
$\boxed{9}$ 0 0 - 0 0 0 - Vocational Career

Level - The 2nd and 3rd digits in the series

0 $\boxed{1}$ $\boxed{7}$ - 0 0 0 - Beginning Level
0 $\boxed{1}$ $\boxed{8}$ - 0 0 0 - Intermediate Level
0 $\boxed{1}$ $\boxed{9}$ - 0 0 0 - Advanced Level

Sequence of Objectives - The 4th, 5th, and 6th digits in the series

0 0 0 - $\boxed{0}$ $\boxed{0}$ $\boxed{1}$ to 0 0 0 - $\boxed{9}$ $\boxed{9}$ $\boxed{9}$

TITLE: Adult Education Basic Writing Skills	TOPIC: Writing Legibly	417-001

Writing Objective #1: Student will be able to write legibly.

A. Pretest/Post Test

1. Have the student write the alphabet in upper and lower case.

2. In the context of the classroom assignment, have the student write the answers in cursive. If printed letters appear within the cursive writing assignment, there may be a writing problem.

B. Skills

1. Write cursive upper and lower case letters

2. Write words in cursive

3. Write sentences using appropriate capital letters

4. Write in cursive, legibly

C. Strategies

1. Teacher will demonstrate on the blackboard and/or overhead projector.

2. Student will practice workbook and blackboard drills.

3. Teacher will dictate simple sentences which the student will write in cursive.

   From a mixed group of cursive and printed letters, the student will identify all cursive letters.

4. The student will practice writing his/her signature. The teacher should stress that legal signatures should be in cursive.

5. Vocabulary/Spelling

   cursive
   legible
   spacing
   paper
   size

   manuscript
   upper case
   lower case
   slant
   write/right/rite

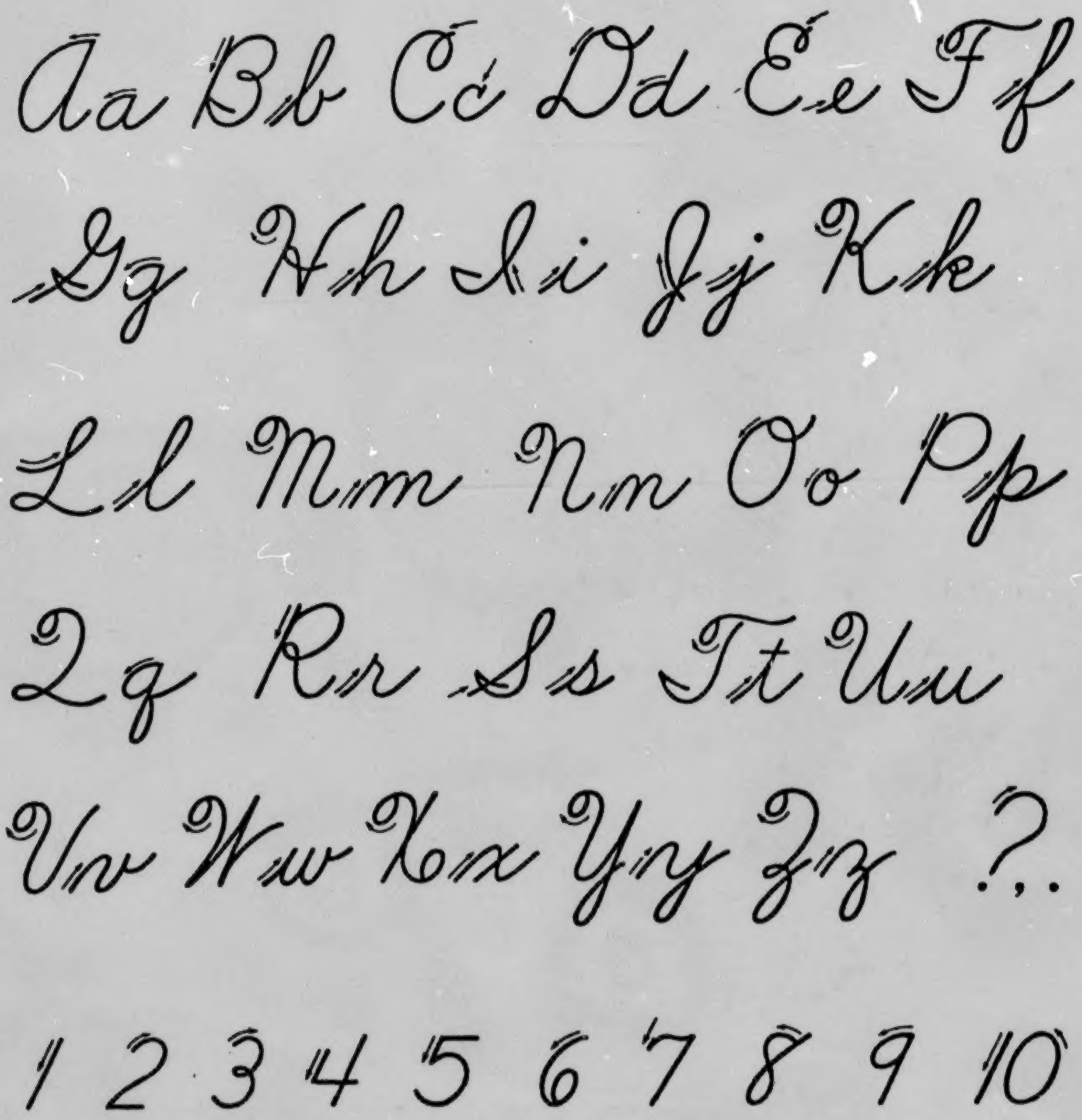
D. Additional Resources

1. Cursive Writing: Words. Ann Arbor Publishers, Inc. (Reuseable)

2. Noble, Kendrich. Better Handwriting for You. Noble and Noble.

3. Townsend. Improving Your Handwriting. Steck-Vaughn.

Strategy 1: Teacher Demonstration - Overhead Transparency



Strategy 3: Dictation of Simple Sentences

Note: The following sentences represent each letter of the alphabet in both upper and lower case.

1. Always lend a helping hand.
2. Better to bend than break.
3. Clothes can make the man.
4. Do a good deed daily.
5. East or west, home is best.
6. Faithful forever.
7. Good as gold.
8. Happy is the healthy man.
9. It takes two to make a fight.
10. Judge not lest ye be judged.
11. Knowledge makes us kings.
12. Live and let live.
13. Many hands make light work.
14. Nothing is had for nothing.
15. One learns by doing.
16. Penny wise, pound foolish.
17. Quality comes before quantity.
18. Rolling stones gather no moss.
19. Slow and steady wins the race.
20. Time lost is never found again.
21. United we endure.
22. Voting is a privilege.
23. Waste not, want not.
24. Xerox the exercises.
25. You alone are you.
26. Does New Zealand have a zip code?

Post Test:

1. Emphasize separate letters.

   Have the student write the alphabet in upper and lower case.

2. Emphasize the connecting of letters to form words.

   I have just finished writing all the exercises. My writing has greatly improved during the year.

   The quick brown fox jumps over the lazy dog.

Writing Objective #2: Student will be able to organize and utilize information by writing and using lists.

A. Pretest/Post Test

1. The teacher will dictate sentences containing three or more items in a series. Student ability to write and punctuate the items will be evaluated by the teacher.
2. The student will arrange items from the dictated sentences into appropriate columns, alphabetically or categorically.

B. Skills

1. List items in a column, keeping left-hand margin even
2. Use capital letters when writing proper names (nouns)
3. Use a colon (:) after a category before a series of items
4. Use commas to separate items listed on a line or in a sentence
5. Organize lists alphabetically
6. Organize lists categorically

C. Strategies

1. Lecture-discussion of skills using chalkboard and/or overhead projector.
2. Student practice from workbooks or teacher-made handouts.
3. Student practice-list, then alphabetize or categorize items from a table-top display.
4. Practical application of skills. Have student "grocery shop" or locate library materials from categorized and random lists.
5. Have student make lists of things to *do*, to *buy*, to *make*, or to *investigate*.
6. Vocabulary/Spelling

list
items
group
comma
family
noun

common noun
proper noun
material
column
particular
alphabet

alphabetize
category
categorize
classify
separate
organize

D. Additional Resources

1. Colligan. *Grammar and Composition Workbook*: Scope English Program. Scholastic.
2. Levin. *Real Life Writing Skills*. Scholastic.
3. Pearson. *Spotlight on Writing*. Random House.

Pretest:

Dictate the following sentences. This is a test of capitalization and punctuation, so the teacher should spell difficult words orally rather than write them on the board.

Sentence 1. Today I need to buy eggs, soap, milk, bread, dog food, bacon and toothpaste.

Sentence 2. Tony, John, Ted, and Alice will go with me.

Have student make a shopping list from the first sentence and separate the items into food and non-food categories.

Have student list the names from the second sentence in a column in alphabetical order.

ANSWERS

1.

Food	Non-Food
bacon	dog food
bread	soap
eggs	toothpaste
milk	

2. Alice
John
Ted
Tony

Strategy 2a: Alphabetize Common and Proper Nouns

Remember: Capitalize words which name a particular person or place or thing.

Do Not Capitalize	Do Capitalize
teacher	John Grey
child	Salli Thompson
city	Salt Lake City
hotel	Hotel Utah
school	West High School
doctor	Dr. Roy Brown
state	Colorado
avenue	Sundown Avenue
tissue	Kleenex

1. Re-write the list of uncapitalized names (common nouns). List the common nouns in alphabetical order.

____

____

____

____

____

____

____

____

2. Re-write the list of capitalized names (proper nouns). List the proper nouns in alphabetical order. Names of people are usually alphabetized by the last name, and the last name is written first with a comma between the last and first names--example: Smith, John.

____

____

____

____

____

____

____

____

ANSWERS

1. avenue
   child
   city
   doctor
   hotel
   school
   state
   teacher

2. Brown, Dr. Roy (or - Brown, Roy, M.D.)
   Colorado
   Grey, John
   Hotel Utah
   Salt Lake City
   Sundown Avenue
   Thompson, Salli
   West High School

Strategy 2b: Write and Capitalize Proper Nouns

Try to think of a proper noun beginning with each letter of the alphabet. Remember to use capital letters, and to place people's names with the last name first. If you can't think of proper nouns beginning with some letters, don't worry--try to get as many as you can. You can use names of people, cities, states, countries, streets, musical groups, supermarkets, or anything else you can think of. I've filled out a few to give you a head start.

A ____________________

B ____________________

C ____________________

D ____________________

E ____________________

F ____________________

G ____________________

H ____________________

I ____________________

J ____________________

K ____________________

L ____________________

M ____________________

N ____________________

O ____________________

P ____________________

Q Queen of England

R ____________________

S ____________________

T ____________________

U ____________________

V ____________________

W ____________________

X The Xerox Company

Y ____________________

Z Ziegler, Frank

ANSWERS

Answers will vary.

Strategy 2c: Punctuate Items in a Series

A colon (:) is used to introduce a list or series. An expression such as the following or as follows sometimes comes before the colon. (Classroom teachers should be aware of options and exceptions in the use of commas.)

Example: We need the following: flour, sugar, and coffee.

Julia gave us these directions: drive two miles north, turn left at the intersection, and turn right at the second signal light.

Select your favorite pizza topping: pepperoni, sausage, or hamburger.

(NOTICE THAT EACH ITEM LISTED IN A SERIES IS SEPARATED FROM THE OTHER ITEMS WITH A COMMA....
flour, sugar, and coffee
pepperoni, sausage, or hamburger
THERE IS NOT A COMMA BEFORE THE FIRST ITEM NOR AFTER THE LAST ITEM.)

A colon is also used between the hour and minutes in writing times.

Example: We will meet at 6:15 a.m.

Your appointment with Dr. Johnson is at 2:30 p.m.

The commas have been placed in the following sentences, you need to place only the colons. Some sentences will not need a colon.

1. Americans are seeing their country via all modes of travel auto, airlines, railroads, and buses.
2. We have fruit, candy, and cookies.
3. The supplies we need are as follows paper clips, staples, pencils, and rulers.
4. When it is 6 30 p.m. in New York, it is 3 30 p.m. in San Francisco.
5. I have traveled in four states Arizona, New Mexico, California, and Colorado.
6. I like pizza, spaghetti, lasagna, and fried rice.
7. The five parts of a friendly letter include the heading, the greeting, the body, the closing, and the signature.
8. Utah, Colorado, New Mexico, and parts of Nevada are in the mountain zone.
9. We use many punctuation marks when we write. Some of them are periods, commas, colons, and apostrophes.

ANSWERS

1. Colon after travel
2. No colon
3. Colon after follows
4. Colon in 6:30 and 3:30
5. Colon after states
6. No colon
7. Colon after include
8. No colon
9. Colon after are (second sentence)

Strategy 3: Table-Top Display

Make a table-top or a bulletin board display of twelve or more items to be listed alphabetically or categorically. For student with minimal spelling skills, the items can be labeled. At your discretion, student can list the items by category _or_ by alphabet _or_ both.

Suggested Display Items:

1. Pictures of television, movie, or political personalities. These can be alphabetized by last name only or by last name, comma, first name (Reynolds, Burt).

   They can be categorized (television personalities, movie personalities, political figures) and alphabetized within each category.

2. Foods. These can be categorized into the basic food groups then alphabetized within each category.

3. Textbooks. These can be categorized by subject then alphabetized by title and/or author's last name.

4. Additional items--kitchen utensils, office supplies, pictures of (or fresh cut) flowers, and others.

Strategy 4: Practical Application

If you are able to take a field trip to a local supermarket, make two lists for the students to use in shopping. One list should be organized under such headings as Dairy Products, Canned Goods, Produce, etc. The other list should randomly list the same products. Leave space by each item for the students to list the brand name and the price of the products they choose to "buy" on the shopping spree.

The students with the organized lists should be able to finish their "shopping" first.

If a field trip is difficult, try the same thing by listing books in the library by category and randomly and have students locate them. The "proof" of locating the book can be to list the first word on a certain page, or the first chapter heading, etc.

Strategy 5: Develop Lists

Making lists can save you time, jog your memory and bring order into your life.

A grocery list can save you money by cutting down your impulse buying. It can eliminate extra trips to the store for forgotten items.

A list of "Things to Do Today" can remind you to clean the hall closet, call for a dental appointment, pick up your suit from the cleaners.

A list of all the foods you consume daily can be the first step toward successful dieting.

A list for a baby-sitter is a must. It should include the things you expect the sitter to do, places where you can be reached, and emergency telephone numbers--doctor, police.

Many lists are more effective when organized by category. For example, a shopping list organized into such groups as Dairy Products, Produce, Meat, Canned Goods can help you shop more efficiently.

Select from the following list a list you would like to make and to follow!

1. Foods I will avoid for the next ten days.
2. Things about myself I would like to change.
3. Books I would like to read.
4. Things to do or see in Salt Lake City that are free.
5. Things that depress/excite me.
6. An inventory of all the clothes I possess--categorize by those I now wear, those I can give away, those I should mend.
7. Housecleaning list - Things I should do daily, weekly, monthly.
8. Bills - Those to pay immediately, those to pay in part, and those to stall!
9. Make a categorized inventory of belongings as a safeguard in case of theft or fire.
10. Make an alphabetized list of names and addresses of friends and relatives to use for party invitations, wedding invitations, or Christmas cards.

Post Test:

(This can be used as a hand-out, written on the blackboard, or shown on an overhead projector.)

Gary has written down all the items his friends need for a picnic:

THINGS TO BUY

hamburger pie hot dogs
tomatoes ginger ale rolls
peaches cold cuts relish
lemonade donuts sodas
rye bread ketchup pickles
watermelon potato chips

Three friends are going to help Gary buy everything. Mary will buy the meat; Wilma will buy the drinks; Joe will buy the baked goods; and Gary will buy the fruit, vegetables and extras.

Write on the following lines the headings you could choose for the four shopping lists.

The headings could be ______________________________

____

On the back of this paper or on a separate piece of paper, make a shopping list for each person.

ANSWERS

The order of each list may vary. Consider the project especially effective if the students (without prompting by the teacher) group the items on the miscellaneous shopping list by type of food.

The headings could be:

1. Wilma - Drinks (beverages)
2. Joe - Bakery Goods
3. Mary- Meats
4. Gary - Other

1. Wilma - Drinks

ginger ale
lemonade
sodas

2. Joe - Bakery Goods

donuts
pie
rolls
rye bread

3. Mary - Meats

cold cuts
hamburger
hot dogs

3. Gary - Other

tomato
peaches
watermelon
potato chips
ketchup
relish
pickles

TITLE: Adult Education Basic Writing Skills	TOPIC: Organizing Information by Writing and Following an Outline	417-003

Writing Objective #3: Student will be able to organize and utilize information by writing and following an outline or a schedule.

A. Pretest/Post Test

Students will organize items from a random list into a sequential schedule or outline.

B. Skills

1. Correctly capitalize, punctuate and abbreviate time and calendar items
2. Recognize and write Roman numerals through one thousand
3. Place items in logical sequence
4. Recognize and write simple outline form

C. Strategies

1. Have student keep a weekly or monthly schedule of reminders, appointments, or special activities.
2. Student practice from workbooks or teacher-made handouts.
3. Lecture-discussion of Roman numerals using blackboard or overhead projector.
4. Small group practice with Roman and Arabic numerals. (If appropriate, let students compete for the first group to finish or the first group to "stump" the other or the group to get more items completed in five minutes or whatever!)
5. Using the chalkboard, have the class help write a simple outline.
6. Encourage student to start a diary or journal.
7. Vocabulary/Spelling

day
month
year
week/weak
Arabic
Roman

numeral
appointment
reminder
schedule
calendar
dairy/diary

heading
indent
margin
capital/capitol
colon

D. Additional Resources

1. Bryant and Hedgepeth. Language in Daily Living, Volumes 1 through 4. Steck-Vaughn.
2. Colligan. Grammar and Composition Workbook: Scope English Program. Scholastic.
3. Levin. Real Life Writing Skills. Scholastic.
4. Pearson. Spotlight on Writing. Random House.

Pretest:

Maria is planning a surprise birthday party for her husband. She has made a list of things to do and has started an outline. Take the remainder of the items from Maria's notes and finish her outline.

NOTES

order cake
~~send invitations~~
pick up chairs
~~call to borrow chairs~~
~~plan refreshments~~
~~assemble decorations~~
decorate tables
make refreshments
return chairs
~~pick up cake~~
clean up
put decorations away

Party Plans

I. Before party
    A. Send invitations
    B. Plan refreshments
    C. Assemble decorations
    D.
    E. Arrange to borrow chairs
II. Party day
    A. Get cake from bakery
    B.
    C.
    D.
III. After Party
    A.
    B.
    C.

ANSWERS

Party Plans

I. Before party

- A. Send invitations
- B. Plan refreshments
- C. Assemble decorations
- D. Order cake
- E. Arrange to borrow chairs

II. Party day

- A. Get cake from bakery
- B. Make refreshments
- C. Pick up chairs
- D. Decorate tables

III. After Party

- A. Clean up
- B. Put decorations away
- C. Return chairs

(The order of the items under each heading may vary, but the items should appears under the correct heading.)

Strategy 1: Make and Keep a Monthly Schedule

Using the calendar on the following page, fill in the month, the days of the week, and the dates for the next month. Keep a schedule of your appointments, special activities, holidays, birthdays, and important reminders. Keep the schedule where you can easily refer to it each day.

REMEMBER............

Capitalize the names of the months and days of the week as follows:

January
February
March
April
May
June

July
August
September
October
November
December

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

REMEMBER ALSO............

Use a colon (:) to separate the hours from the minutes when you write time. Also remember to use the abbreviations a.m. and p.m. to distinguish morning from afternoon or evening.

8:45 a.m.   12:00 noon   3:15 p.m.

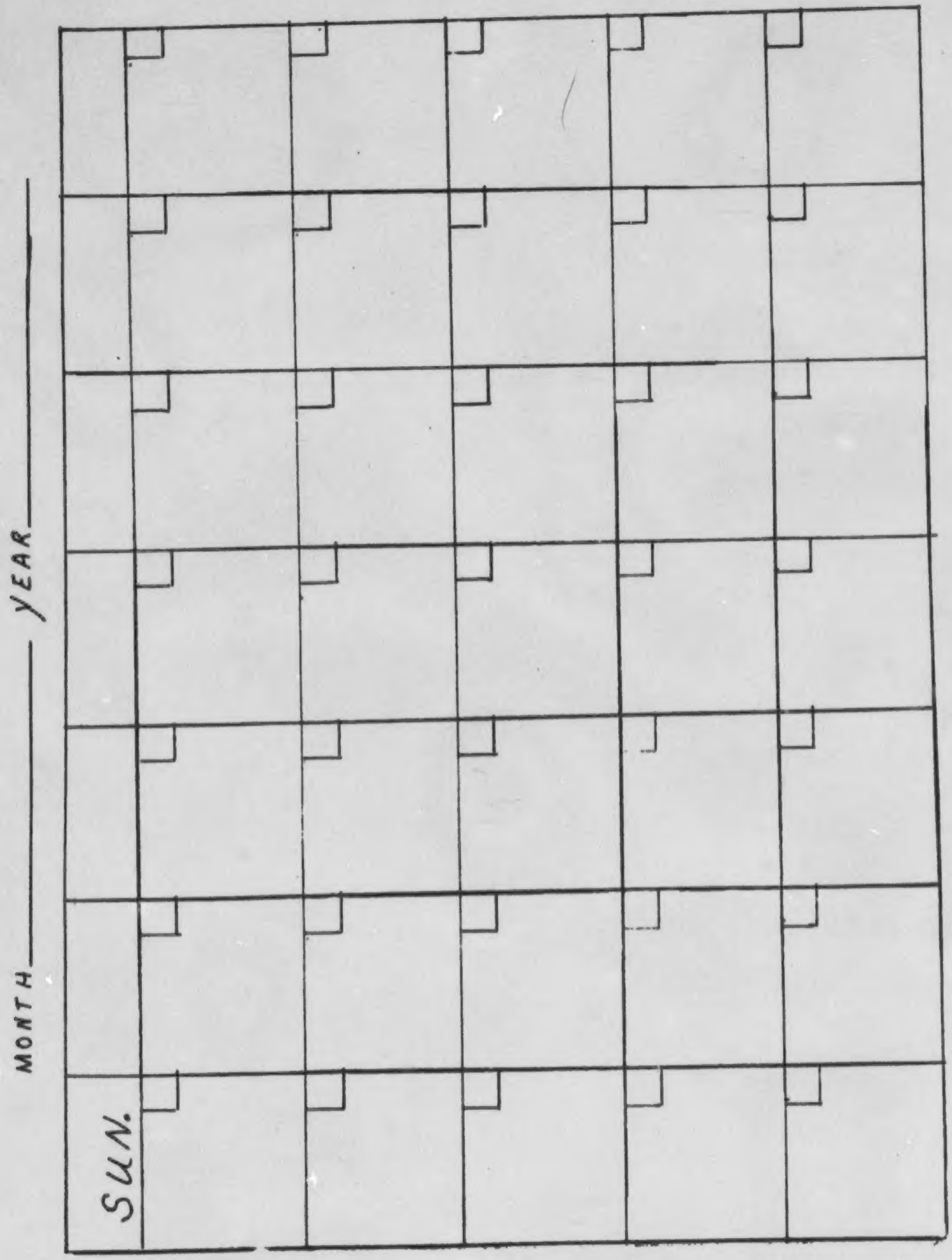
John teaches writing from 8:00 a.m. until 9:45 a.m. He also teaches an afternoon reading class starting at three o'clock. The afternoon class lasts for fifty minutes.

John teaches reading from ________p.m. until ________p.m.

ANSWERS

John teaches reading from 3:00 p.m. until 3:50 p.m.

Strategy 1 - Continued



Strategy 2a: Calendar Abbreviations

Abbreviations

An abbreviation is a short way to write a word. This calendar shows an abbreviation for each day.

MAY						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.

Write the abbreviation for each day.

1. Tuesday ____________________
2. Wednesday ____________________
3. Thursday ____________________
4. Friday ____________________
5. Saturday ____________________
6. Sunday ____________________
7. Monday ____________________

Here are the abbreviations for the months

January	February	March	April	May	June	July
Jan.	Feb.	Mar.	Apr.	---	---	---

August	September	October	November	December
Aug.	Sept.	Oct.	Nov.	Dec.

Write the abbreviation for each month.

8. August ____________________
9. January ____________________
10. September ____________________
11. February ____________________
12. October ____________________
13. March ____________________
14. November ____________________
15. April ____________________
16. December ____________________

ANSWERS

1. Tues.
2. Wed.
3. Thurs.
4. Fri.
5. Sat.
6. Sun.
7. Mon.
8. Aug.
9. Jan.
10. Sept.
11. Feb.
12. Oct.
13. Mar.
14. Nov.
15. Apr.
16. Dec

Strategy 2b: Capitalize and Punctuate Dates

When writing dates, remember to capitalize the days of the week and the months of the year.

Remember, also, to place a comma after each part of the date.

Example: Tuesday, July 4, 1776,
July, 1776,

If the date is in the heading of a letter, the comma after the year is not written.

Example: January 21, 1981

Do not put a comma between the month and the day of the month. July 4, or January 21, is considered one part of the date.

Example: My daughter was born Tuesday, June 2, 1969, at 3:47 a.m.

Place appropriate commas in the following sentences.

1. Graduation will be May 27 this year.
2. Will Christmas vacation begin December 23?
3. Was December 7 1941 the day Pearl Harbor was bombed?
4. You are invited to attend a luncheon on Saturday March 24 1982 at 2:00 p.m.
5. November 14 1978 your first Social Security check arrived.
6. It's a good thing you applied for Social Security early--in fact, you applied August 8 1978.
7. On June 15 1775 George Washington was named commander in chief of the rebel army.
8. If you're planning to attend the convention, make your reservations before Tuesday July 20 and enclose $285 to cover hotel costs.
9. Will you graduate before August 1983?
10. Can you write Tuesday August 14 1783 on the blackboard?

ANSWERS

1. Graduation will be May 27, this year.
2. Will Christmas vacation begin December 23? (no comma since the date comes at the end of the sentence)
3. Was December 7, 1941, the day Pearl Harbor was bombed?
4. You are invited to attend a luncheon on Saturday, March 24, 1982, at 2:00 p.m.
5. November 14, 1978, your first Social Security check arrived.
6. It's a good thing you applied for Social Security early--in fact, you applied August 8, 1978.
7. On June 15, 1775, George Washington was named commander in chief of the rebel army.
8. If you're planning to attend the convention, make your reservations before Tuesday, July 20, and enclose $285 to cover hotel costs.
9. Will you graduate before August, 1983?
10. Can you write Tuesday, August 14, 1783, on the blackboard?

Strategy 4: Roman Numerals

Roman numerals, although they may seem strange, are not difficult to learn. roman numerals are sometimes used to indicate chapters in books, paragraphs in outlines, and copyright dates. The numbers we usually use are called Arabic numerals.

Example:

Arabic	Roman
1	I
2	II
3	III

The roman numeral for 5 looks like a capital V. 5 = V. In roman numerals, when a smaller number (like I) comes in front of a larger number (like V), you subtract the smaller number from the larger number. The roman numeral for 4 is IV (5 - 1 = 4).

4	IV
5	V

Write roman numerals for each of these arabic numerals.

1. 2 ____________
2. 5 ____________
3. 3 ____________
4. 4 ____________
5. 4 ____________
6. 3 ____________
7. 1 ____________
8. 5 ____________
9. 1 ____________
10. 3 ____________
11. 4 ____________
12. 2 ____________
13. 4 ____________
14. 2 ____________
15. 5 ____________

To progress from 5 to 8 in roman numerals, you just add the roman numerals you already know to V.

Arabic	Roman	
5	V	
6	VI	
7	VII	
8	VIII	
9	____	Apply the rule for "IV" to determine 9
10	X	

Write arabic numerals for the roman numerals below.

1. IX ____________
2. VIII ____________
3. X ____________
4. IV ____________
5. VII ____________
6. X ____________
7. VI ____________
8. IX ____________
9. IV ____________
10. VIII ____________
11. X ____________
12. IX ____________
13. VI ____________
14. IV ____________
15. IX ____________

ANSWERS

1. (2) II
2. (5) V
3. (3) III
4. (4) IV
5. (4) IV
6. (3) III
7. (1) I
8. (5) V
9. (1) I
10. (3) III
11. (4) IV
12. (2) II
13. (4) IV
14. (2) II
15. (5) V

1. (IX) 9
2. (VIII) 8
3. (X) 10
4. (IV) 4
5. (VII) 7
6. (X) 10
7. (VI) 6
8. (IX) 9
9. (IV) 4
10. (VIII) 8
11. (X) 10
12. (IX) 9
13. (VI) 6
14. (IV) 4
15. (IX) 9

Strategy 4 - Continued

To count from 10 to 19 in roman numerals you just add the roman numerals for 1-9 to X.

Write roman numerals for the arabic numerals below.

1. 10 ____________
2. 11 ____________
3. 12 ____________
4. 13 ____________
5. 14 ____________
6. 15 ____________
7. 16 ____________
8. 17 ____________
9. 18 ____________
10. 19 ____________
11. 13 ____________
12. 16 ____________
13. 19 ____________
14. 11 ____________
15. 14 ____________

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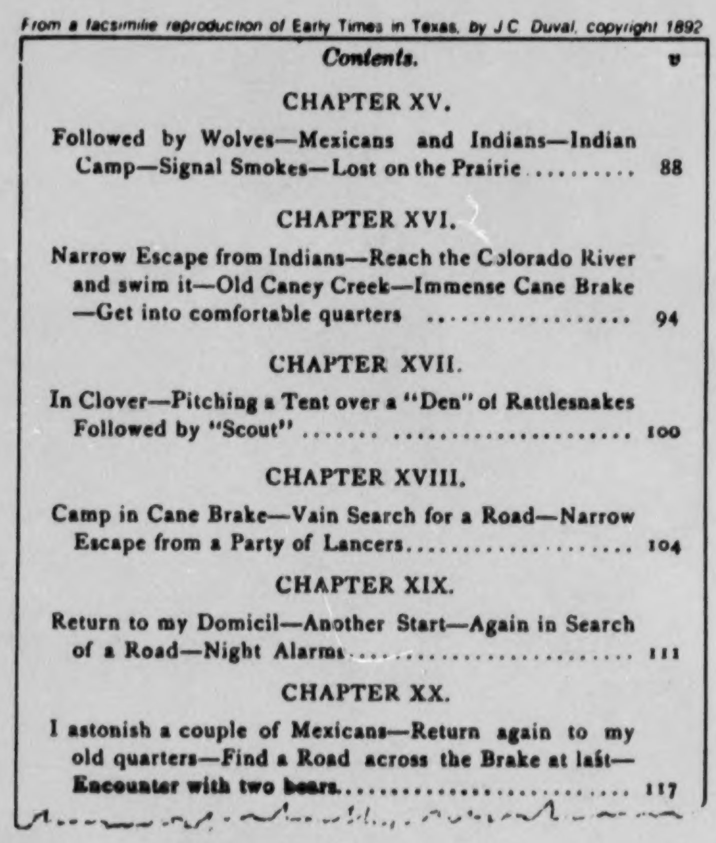

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20 = XX

30 = XXX

The Romans used L for 50. Thus, 40 = XL. The smaller number, X, is in front of the larger number, L. As we learned earlier, the smaller number is subtracted from the larger number when it appears in front of the larger number. When a smaller number follows a larger number, it is added to the larger number. LX = 60.

40 = XL   50 = L   60 = LX   70 = LXX   80 = LXXX

ANSWERS

1. (10) X
2. (11) XI
3. (12) XII
4. (13) XIII
5. (14) XIV
6. (15) XV
7. (16) XVI
8. (17) XVII
9. (18) XVIII
10. (19) XIX
11. (13) XIII
12. (16) XVI
13. (19) XIX
14. (11) XI
15. (14) XIV

Strategy 4 - Continued

To write 100, the Romans used C.

90 = XC or 100 - 10
150 = CL or 100 + 50
300 = CCC or 100 + 100 + 100

The Romans used D to represent 500.

400 = CD or 500 - 100
700 - DCC or 500 + 200

To write 1,000, the Romans used M.

Write roman numerals for the arabic numerals below.

1. 423 ________
2. 476 ________
3. 488 ________
4. 501 ________
5. 545 ________
6. 614 ________
7. 676 ________
8. 777 ________
9. 888 ________
10. 893 ________
11. 613 ________
12. 750 ________
13. 500 ________
14. 480 ________
15. 636 ________
16. 799 ________
17. 413 ________
18. 800 ________
19. 525 ________
20. 740 ________
21. 610 ________

ANSWERS

1. (423) CDXIII
2. (476) CDLXXVI
3. (488) CDLXXXVIII
4. (501) DI
5. (545) DXLV
6. (614) DCXIV
7. (676) DCLXXVI
8. (777) DCCLXXVII
9. (888) DCCCLXXXVIII
10. (893) DCCCXCIII
11. (613) DCXIII
12. (750) DCCL
13. (500) D
14. (480) CDLXXX
15. (636) DCXXXVI
16. (799) DCCXCIX
17. (413) CDXIII
18. (800) DCCC
19. (525) DXXV
20. (740) DCCXL
21. (610) DCX

Use the last two pages as extra work for students who do well with Roman numerals and who want to learn the higher numbers.

Strategy 5: Make an Outline

WRITE AN OUTLINE WITH THE CLASS

Discuss with your students the next topic for class study (for example, filling out forms). Write on the chalkboard all the suggestions for study. Determine, with the class, which activities you will use, then arrange those items in a simple outline. Have the students copy the outline. Be sure to point out and use appropriate capitalization, punctuation, and format.

If you are discussing forms, the outline might include the types of forms the students want to work with; words they will need to know for the forms; and kinds of personal information they must be able and willing to give on the forms. A possible outline is given below:

I. Forms to study
    A. Applications
        1. Jobs
        2. Driver's license
        3. Credit account
        4. Citizenship
    B. Banking and money
        1. Savings deposit slips
        2. Checking deposit slips
        3. Savings withdrawal slips
        4. W-2 form
        5. Income tax forms
    C. Other forms
        1. Mail order form
        2. Accident report
        3. Selective service form

II. Words to review
    A. Reference
    B. Beneficiary
    C. Deduction
    D. Marital status
    E. License
    F. Deduction
    G. Account
    H. Receipt

III. Information to know
    A. Vital statistics
        1. Name
        2. Birthdate
        3. Address
        4. Telephone number
    B. Education
    C. Employment information
    D. References

Post Test:

Make a workable schedule for Alicia

Alicia has a lot to do Friday. She wants to finish her household chores before she does her errands. She will get started by 8:30 a.m. and plans to be through with her housework by 10:00 a.m. Use the following details to plan Alicia's day and remember to give her time to travel from place to place.....No travel time will be longer than fifteen minutes because all the locations are close to Alicia's home.

Alicia needs to pick up her husband's suit from the cleaners which is next door to the dentist's office.

She needs to get a gallon of milk from the dairy which is only two blocks from her home. Remember, the milk needs to be kept cold until she gets it home.

Alicia has a dentist appointment at 2:30 p.m.

Alicia must pick up her son at the pre-school at 11:30 in the morning, and she has promised to take him to Speedy Burger for a special lunch treat.

Don't forget that Alicia needs some time for personal grooming.

Below or on a separate piece of paper make a schedule for Alicia to follow.

ANSWERS

Answers will vary. Following is a possible schedule.

8:30 a.m. - 10:00 a.m.	Household chores
10:00 a.m. - 11:00 a.m.	Grooming and personal time
11:00 a.m. or 11:15 a.m. - 11:30	Travel to school
11:30 a.m. - 1:00 p.m. or 1:15 p.m.	Pick up son from school and take him to lunch
1:15 p.m. or 1:30 p.m. - 2:00 p.m.	Pick up suit from cleaners
2:30 p.m.	Dentist
	Pick up milk on the way home from dentist

(Two important items to remember are to pick up the milk last -- and to save time by getting the suit just before or just after the dentist appointment.)

TITLE: Adult Education Basic Writing Skills	TOPIC: Writing Easily Followed Instructions and Directions	417-004

Writing Objective #4: Student will be able to write instructions and directions that can be easily followed.

A. Pretest/Post Test

Student will write directions using phrases and/or simple sentences.

B. Skills

1. Recognize the difference between a fragment and a simple sentence, especially a sentence with an understood subject
2. Write directions using sentences with an understood subject
3. Sequence information logically when writing instructions
4. Write simple sentences

C. Strategies

1. Lecture-discussion of sentence fragments, simple sentences, and sentences with an understood subject.
2. Student practice from workbooks or teacher-made handouts.
3. Student practice - Have student write simple sentences using spelling/vocabulary words from this unit.
4. Practical application - Have student write instructions and directions for a variety of situations.
5. Vocabulary/Spelling

instructions
directions
explanation
situation
subject
verb
fragment
phrase
complete
statement
sentence
combine
street
avenue
downtown
recipe
north / North
south / South
east / East
west / West

D. Additional Resources

1. Levin. Real Life Writing Skills. Scholastic Book Services.
2. Robertson. Using English. Steck-Vaughn.

Pretest:

Have each student write a brief note to a friend telling the friend how to get to his/her house from the school. Student can include a map.

Teacher will grade this subjectively, looking for clear directions, logical sequence of directions, and ease in reading directions.

Strategy 1: Write and Rewrite Directions and Instructions

Using care labels from clothing, directions on food mixes, warnings on labels and other examples, have the student "discover" that sentences giving instructions leave out the subject (which is usually "you.")

Have the student rewrite some of the instructions using "you" in each sentence. This should lead to a discussion of the difficulty of writing instructions with complete sentences. It should reinforce the idea of understood subjects in sentences that give directions or instructions.

Have class members compose some instructions, directions, or recipes which the teacher can write on the blackboard or the overhead projector transparency.

Strategy 2a: Write Complete Sentences

A sentence is a group of words that contain a subject (who or what the sentence is about) and a predicate (what the subject does or is). A sentence also contains a complete thought.

Examples: When I have finished this letter. (Not a sentence -- it does not have a complete thought--WHAT will happen when I have finished the letter?)

Down the street with a letter in his hand. (Not a sentence--it does not have a subject--WHO is going down the street?)

The girl with the red feather in her hat. (Not a sentence--it does not have a predicate--WHAT is the girl doing?)

These sentences can be completed in many different ways--following are some examples of complete sentences:

When I have finished this letter, I will mail it.

The old man walked down the street with a letter in his hand.

The girl with the red feather in her hat is very pretty.

Look at the groups of words below. Some are sentences, and others are fragments. Write the sentences on the lines. Put a capital letter at the beginning of each sentence and a period at the end.

If the group of words is a fragment (not a complete sentence), make it a sentence. Add words until it makes sense then write the new sentence on the lines. Put a capital letter at the beginning of the sentence and a period at the end.

1. at the window

____

2. water was leaking from the tap

____

3. the dog ran outside

____

4. taking a shower

____

5. they started the game

____

ANSWERS

Answers will vary - however here are some sample answers.

1. fragment - He was standing at the window. (subject and verb missing)
2. sentence - Water was leaking from the tap.
3. sentence - The dog ran outside.
4. fragment - John was taking a shower. (subject and helping verb missing)
5. sentence - They started the game.

Strategy 2a - Continued

6. the doorbell is ringing

____

7. inside a glass jar

____

8. you can probably finish it today

____

9. She seems happy

____

10. down the street behind the bank building

____

ANSWERS

Answers will vary - however here are some sample answers.

6. sentence - The doorbell is ringing.
7. fragment - He kept his marbles inside a glass jar. (subject and verb missing)
8. sentence - You can probably finish it today.
9. sentence - She seems happy.
10. fragment - He ran down the street behind the bank building. (subject and verb missing)

Strategy 2b: Use Sentence Fragments to Write Directions and Instructions

When writing directions, we often use fragments or sentences with a missing subject. (the missing subject is the word "you.") The reason for using fragments or leaving out the subject is to avoid meaningless repetition.

For example:

> To get to my house, you go three blocks north on Highland Drive. You then turn west onto Elm Street. You then go four more blocks and you turn to the left onto Maple Way. My house is the fourth house on the right.

It's less repetitious and easier to follow without all the "you's."

> To get to my house, go three blocks north on Highland Drive. Turn west onto Elm Street and go four more blocks. Turn left onto Maple Way. My house is the fourth house on the right.

Imagine how large tags would need to be on clothing if the washing instructions were written in complete sentences.

Instead of this:

MACHINE WASH
AND DRY
WARM WATER ONLY

The tags might look like this:

THIS GARMENT CAN BE
WASHED AND DRIED BY
MACHINE: HOWEVER, IT
SHOULD BE WASHED IN
WARM WATER ONLY.

Or this:

YOU CAN WASH AND DRY
THIS GARMENT BY
MACHINE. HOWEVER,
YOU SHOULD WASH IT IN
WARM WATER ONLY.

RULE: WHEN WRITING DIRECTIONS, USE SENTENCES WITH "UNDERSTOOD" SUBJECTS OR SENTENCE FRAGMENTS.

Strategy 2b - Continued

Rewrite the following instructions. Shorten them by leaving out the extra words, including the word "you."

Example: You must protect your eyes. You must wear goggles all the time.

Protect your eyes. Wear goggles at all times.

1. You will please close the door. You will please close the windows.

____

2. You will please put your tools away carefully.

____

3. You will please remember to wet the broom before you sweep the floor.

____

4. You will look at the map. You will write clear directions for getting from Main Street to First Avenue.

____

____

5. You will think of a simple task.

____

6. You will rewrite the following sentences.

____

7. You should turn north on Michigan Avenue.

____

8. You should write your name in the upper-right corner of the paper.

____

9. You should use warm water for washing this garment.

____

10. You should remember to turn off the light.

____

ANSWERS

Answers will vary - below are some possible answers.

1. Please close the door and windows. or Please close the door. Please close the windows.
2. Put your tools away carefully. or Please put your tools away carefully.
3. Wet the broom before sweeping the floor. or Remember to wet the broom before you sweep the floor.
4. Look at the map. Write clear directions for getting from Main Street to First Avenue.
5. Think of a simple task.
6. Rewrite the following sentences.
7. Turn north on Michigan Avenue.
8. Write your name in the upper-right corner of the paper.
9. Use warm water for washing. or Wash in warm water.
10. Remember to turn off the light. or Turn off the light.

Strategy 2c: Determine Sequence

A clear sequence is especially important when you write directions. Words like first, next, and last can be helpful. Sometimes directions are written step by step, with each step numbered.

Below are directions for a simple card trick--that is, it would be a simple trick if the directions were written in the proper order. Read over the directions. Then number the steps in the correct order.

A. ________ Shuffle the cards.

B. ________ Ask your friend to pick a card from the deck and look at it without showing it to you.

C. ________ Use a deck of cards with a picture on the back.

D. ________ Make sure all the pictures are facing you before you start the trick.

E. ________ When your friend returns the card, make sure that the picture on the card goes into the pack facing away from you. (It will be the only card facing the opposite direction.)

F. ________ Look for the card. To be convincing, study a few cards, trying to make up your mind--but you are really looking for the one card with the picture facing the other way.)

G. ________ Important: Be sure when you shuffle that you keep the pictures facing the same way or you'll never be able to find the card.

ANSWERS

A. 5

B. 3

C. 1

D. 2

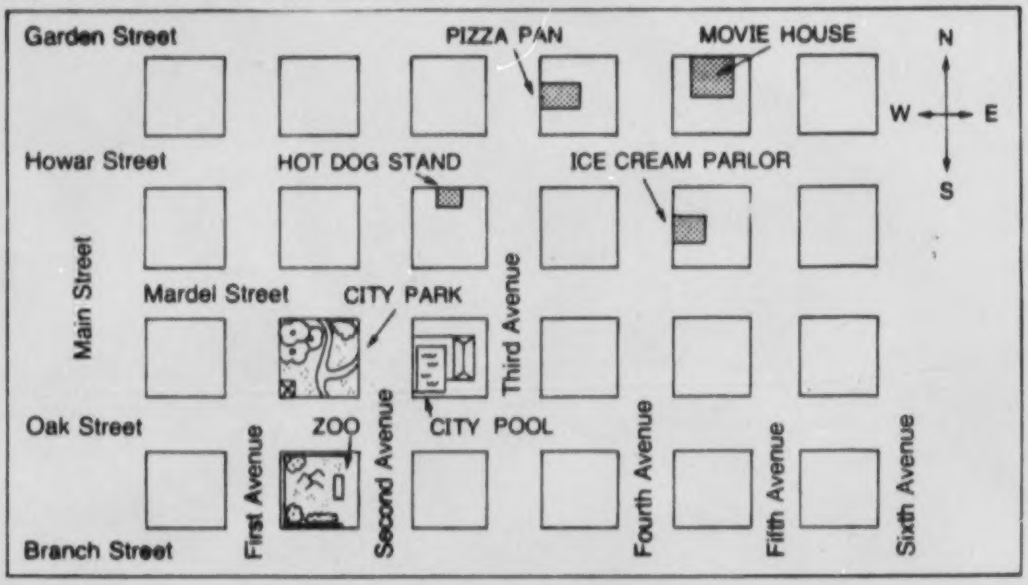
E. 4

F. 7

G. 6

Strategy 4a: Write Directions

Using sentences with understood subjects, complete the following exercise.



Tell how to go from the city park to the Pizza Pan.

1. Start at the corner of ______________ Avenue and ______________ Street.
2. Go one block ________________ (north, south) on Second Avenue.
3. Turn ______________ (west, east) on Howar Street.
4. Turn north on ________________ Avenue.
5. Walk one-half block ________________ (north, south) to reach the Pizza Pan.

Tell how to go from the city pool to the movie house.

6. ____

____

____

____

ANSWERS

1. Second Avenue; Mardel Street
2. north
3. east
4. Third Avenue
5. north
6. (answers will vary) A possible solution follows:

   Start on the corner of Oak Street and Second Avenue. Go two blocks east on Oak Street. Turn north on Fourth Avenue. Go three block north on Fourth Avenue then turn east on Garden Street. Walk one-half block east to reach the movie house.

Strategy 4b: Write Instructions and Directions

Using your new knowledge about writing directions and instructions, choose two of the following situations and write appropriate directions or instructions.

SITUATION 1: You and your spouse are going out for the evening. Leave a note for the baby sitter giving special instructions for care of the children and leaving a number where you can be reached in case of an emergency. Use your own family; or if you do not have young children, use the family of a friend or relative.

SITUATION 2: You are going on vacation and you have asked a neighbor to care for your pet cat. Leave a note giving instructions for the care of the cat: food, water, and "putting the cat out."

SITUATION 3: Your daughter has called long distance to ask for a favorite family recipe. She really must be told every detail--don't assume that she will know about baking times or combining ingredients. Write out the recipe to send to her.

SITUATION 4: Write a note telling the deliveryman to leave your coat at a friend's house at 227 North Palm Avenue. (Decide whether this note calls for fragments or complete sentences.)

SITUATION 5: Write a message for your mother. Mrs. Wilson called and wants your mother to pick up a package at the bakery at 153 South Main Street.

SITUATION 6: Write a note to the teacher asking him to excuse Nancy early for a ten o'clock dentist appointment.

ANSWERS

Answers will vary - Teacher will judge effectiveness of notes.

Post Test:

Have student write the instructions for using an egg beater. The student should assume that he is writing the instructions for someone who has never seen an egg beater before.

(Teacher will judge this subjectively to see if the student can apply the skills learned.)

TITLE: Adult Education Basic Writing Skills	TOPIC: Writing Understandable Advertisements and Notices	417-005

Writing Objective #5: Student will be able to write understandable advertisements and notices.

A. Pretest/Post Test

The student will write a "for sale" notice. The teacher should check for brevity, content (who, what, where, when), and order (most important information first). Note: The words "for sale" should not be used; neither should complete sentences. An effective style can be found in the want ad section of any major newspaper.

B. Skills

1. Write concisely
2. Recognize and write phrases
3. Use commas to separate phrases
4. Use correct abbreviations
5. Use periods to end abbreviations

C. Strategies

1. Given a list of information, the student will sequence it in the order of importance.
2. The student will change sentences into phrases, connecting them with commas when necessary.
3. Classroom discussion and teacher-made handout on standard abbreviations used in want ads.
4. The student will rewrite a want ad using standard abbreviations.
5. The student will bring in examples of effective want ads or notices.
6. Vocabulary/Spelling

    abbreviations
    want ads
    sequence
    brief
    brevity
    repossessed
    specific
    advertisements
    bargain
    offer
    honesty
    miscellaneous

D. Additional Resources

1. Hall, Betty L. Utah Survival. Holt, Rhinehart, and Winston. Pages 18-26.
2. McVey & Associates, Inc. Finding Work. Follett Publishing Company. Pages 16-28.

Strategy 1: Sequence in Order of Importance

Directions: Arrange the following information in the order of importance, most important first.

A. __________ excellent condition
__________ 479-7910
__________ $750 or best offer
__________ Wurlitzer Piano
__________ Please call after 5 p.m.
__________ up-right

B. __________ low mileage
__________ Call 825-6795
__________ Honda 750
__________ 1981
__________ custom
__________ A-1 condition

C. __________ 479-9594
__________ box springs
__________ twin beds
__________ oak headboards
__________ $125 each set
__________ new condition

D. __________ Fri. and Sat.
__________ yard sale
__________ clothing, toys, & camping equip.
__________ 10 a.m. to 7 p.m.
__________ 2640 S. 5800 W.
__________ misc. items

ANSWERS

A.	3	excellent condition
	5	479-7910
	4	$750 or best offer
	1	Wurlitzer Piano
	6	Please call after 5 p.m.
	2	up-right
B.	5	low mileage
	6	Call 825-6795
	1	Honda 750
	3	1981
	2	custom
	4	A-1 condition
C.	6	479-9594
	3	box springs
	1	twin beds
	2	oak headboards
	5	$125 each set
	4	new condition
D.	4	Fri. and Sat.
	1	yard sale
	2	clothing, toys, & camping equip.
	5	10 a.m. to 7 p.m.
	6	2640 S. 5800 W.
	3	misc. items

Strategy 2: Change Sentences into Phrases

Directions: Change the following sentences into phrases, connecting them with commas.

A.

1. I want to sell a Whirlpool dishwasher.____________________
2. It is portable. ____________________
3. It is in excellent condition, and I want $200 for it.____________________

____

4. My phone number is 392-6543. ____________________
5. Please call me after 4 o'clock.____________________

B.

1. I have an apartment for rent.____________________
2. There are 3 bedrooms. ____________________
3. The apartment includes lights, gas, and water.

____

4. It has carpet, drapes, refrigerator, and stove. ____________________

____

5. It is very nice and clean.____________________
6. The rent is $250 a month.____________________

ANSWERS

A. Whirlpool dishwasher, portable, excellent condition, $200, 392-6543, call after 4 o'clock.

B. apartment for rent, 3 bedrooms, includes light, gas, and water, carpet, drapes, refrigerator, and stove, very nice and clean, $250 a month.

Strategy 3a - Abbreviations Used in Want Ads

1.	&	and
2.	aft.	after
3.	A.M.	morning
4.	appt.	appointment
5.	asst.	assistant (helper)
6.	bet.	between
7.	bgn.	begin or beginning
8.	bldg.	building
9.	bus.	business
10.	clk.	clerk
11.	co.	company
12.	c/o	care of
13.	col.	college
14.	cond.	conditions
15.	const.	construction
16.	cty.	city
17.	dep.	depending
18.	div.	division
19.	elec.	electric
20.	empl.	employment, employee, employer
21.	EOE	equal opportunity employer
22.	eqpt.	equipment
23.	etc.	and so on
24.	eves.	evenings
25.	exc.	excellent
26.	exp.	experience or expert
27.	ext.	extension
28.	Fri.	Friday
29.	ftr.	future
30.	gd.	good
31.	gen.	general
32.	grad.	graduate
33.	hqtrs.	headquarters
34.	hr.	hour
35.	hrly.	hourly
36.	H.S.	high school
37.	hvy.	heavy
38.	incl.	including
39.	ind.	industrial
40.	ins.	insurance
41.	jr.	junior
42.	loc.	located
43.	lrg.	large
44.	lt.	light
45.	ltr.	letter
46.	lv.	leave
47.	mach.	machine
48.	maint.	maintenance
49.	manuf.	manufacture, manufacturer
50.	marktg.	marketing
51.	mech.	mechanic, mechanical

Strategy 3a - Continued

52.	mfr.	manufacture, manufacturer
53.	min.	minimum
54.	mngmt.	management
55.	mo.	month
56.	Mon.	Monday
57.	nec.	necessary
58.	oper.	operator
59.	oppty.	opportunity
60.	pd.	paid
61.	P.M.	afternoon, evening
62.	p.t.	part-time
63.	refs.	references
64.	req.	requirement, required
65.	sal.	salary
66.	Sat.	Saturday
67.	secy.	secretary
68.	sh.	shorthand
69.	spec.	special
70.	sub.	suburb
71.	Sun.	Sunday
72.	temp.	temporary
73.	Thurs.	Thursday
74.	trnee.	trainee
75.	Tues.	Tuesday
76.	typ.	typing, typist
77.	w.	with
78.	Wed.	Wednesday
79.	wkr.	worker
80.	work.	worker, working
81.	wpm.	words per minute
82.	yr.	year

Strategy 3b - Utilize Abbreviations in Want Ads

Directions: Rewrite the following want ads without using abbreviations.

Medical Secretary. Experience or formal training. Competitive salary and full benefits. May have to do shift work. Bondable. E.O.E. Call Personnel Office at General Hospital.

Seasonal position. Asst. warehouse person. Experience desired but not required. Position is labor intensive. References required. Call between 3:00-6:00 Mon. Wed. Fri. 464-8200 Ask for Mike.

Mngmt. Trng. Career Oppty. in Marktg. div. of lrg. ins. co. Col. Pref. but not req. 10 k to 12 k dept. on exp. Write box 3580 c/o D. W. Include ltr. of application, resume & sal.req. Deadline July 16.

ANSWERS

1. E.O.E. - equal opportunity employer

2. Asst. - assistant
   Mon. - Monday
   Wed. - Wednesday
   Fri. - Friday

3. Mngmt. - management
   Trng. - training
   Oppty. - opportunity
   Marktg. - marketing
   div. - division
   lrg. - large
   ins. - insurance
   co. - company
   Col. - College
   pref. - preferred
   req. - required
   k - thousand
   dep. - depending
   exp. - experience
   c/o - care of
   D. W. - unknown
   ltr. - letter
   sal. - salary
   req. - required

Strategy 4: Rewrite a Want Ad Using Abbreviations

Directions: Rewrite the following want ads, using abbreviations.

1. Bed set, double, excellent condition, $35.

   ____

2. New wood range, 1 electric range, 1 refrigerator & miscellaneous tools.

   ____

   ____

3. 2 pairs brown drapes, $25 pair. 2 twin bedroom sets, 5 pieces in each, $125 a set.

   ____

   ____

ANSWERS

Suggested Answers:

1. Bed set, dbl, exc. cond., $35.
2. New wood range, elec. range, refrig., misc. tools.
3. 2 pr. brn. drapes, $25 pr. 2 twin bdrm sets, 5 pcs. in ea.

TITLE: Adult Education Basic Writing Skills	TOPIC: Writing Telephone Messages Clearly and Correctly	417-006

Writing Objective #6: Student will be able to write telephone messages clearly and correctly.

A. Pretest/Post Test

Dictate a simple message at an average rate of speed. The student should be able to write down the main points and repeat the message from his notes.

B. Skills

Write the main idea from messages given orally

C. Strategies

1. Teacher-led mock telephone conversation - The student will write the important points using the student checklist as a guide.
2. Have simulated student telephone conversations that require notetaking by one of the participants. Teletrainers (activated telephones and a loudspeaker control unit) are provided by mountain Bell to school district media centers.
3. Practical application - Have student call for information from businesses, government agencies, entertainment centers and other sources. The teacher may provide lists of sources, or have student use directories to find his/her own.
4. Vocabulary/Spelling

    telephone
    caller
    long distance
    collect
    assistance
    directory
    emergency
    message/massage
    toll free
    person-to-person
    information
    service

D. Additional Resources

Mountain Bell Telephone Company. Public Relations Office - 164 East 200 South, Salt Lake City. Note: Mountain Bell is an excellent resource for teachers offering a smorgasbord of materials from ELS flash cards to directory usage exercises, values clarification lessons, and many others. These units include workbooks, teacher's guides, films/filmstrips, and spirit masters -- FREE!

Pretest:

Dictate the following message at an average - to - slow rate of speed. Have student write down the main points of the conversation. Instead of answering questions as you would on the telephone, dictate the message a second time slightly faster.

> This is Alice Adams calling. Please tell Brenda that the P.T.A. meeting tomorrow night has been changed from six o'clock to seven o'clock. It will still be held in the auditorium.

ANSWERS

The answers will vary, but all students should get the following information:

1. The name of the caller - Alice (or Alice Adams)
2. The name of the person to whom the message is directed - Brenda
3. The fact that the PTA meeting for tomorrow night has been changed from 6:00 p.m. to 7:00 p.m.
4. The information about the auditorium is helpful, but not essential--do not mark the student down if he does not get this item.

TITLE: Adult Education Basic Writing Skills	TOPIC: Writing Telephone Messages Clearly and Correctly	417-006

Strategy 1: Telephone Message Check List

( )

_____ 1. Answer promptly.

_____ 2. Give your name or company's name.

_____ 3. Note the caller's name correctly.

_____ 4. Find out how you can assist the caller.

_____ 5. Record facts which you will need for future reference.

_____ 6. Take accurate messages -- who, what, where, when?

_____ 7. Read your information to the caller to make sure it is correct.

_____ 8. Make sure you have the caller's telephone number.

_____ 9. Refer the messages and related information to the right person.

YOU HAD A TELEPHONE

FOR ____________________ DATE _____ TIME _____

NAME ______________________________

COMPANY ______________________________

ADDRESS ______________________________

TELEPHONE ______________________________

REMARKS:

CALL TAKEN BY ______________ PLEASE CALL _____ WILL CALL AGAIN _____

Strategy 2: Simulated Telephone Conversations

Here is a sample sheet from Mountain Bell's book, Thank You. Please Call Again.

7A. Teledrama: Message, Please

SITUATION THREE

(Use Phone III) You are a **library assistant** at your school, and you have been asked by the librarian to order three books from the Pearl Publishing Company. Call the Order Department at Pearl by dialing 555-4301, and ask that the following books be sent to your school:

Skin Diving for Science, by Loren H. Gaulocher. Price: $2.95
Reefs, Sponges, Corals, by Hayley DuPont. Price: $9.00
Oyster Gatherers of the Indies, by Pryor Auten. Price: $3.45

Ask Pearl to notify your librarian as soon as the order is sent out.

(SITUATION THREE)

(Use Phone I) You are a **clerk** in the Order Department at Pearl Publishing Company. It is your responsibility to see that orders are taken correctly. However, the credit department notifies the customers when the orders are sent out.

SITUATION FOUR

(Use Phone II) You are a **student** at your high school. A member of the student body, Desmond Gahagan, has just won the Wunderbarr Honor Award, and you have been asked to report the news to your local paper. Call the newspaper editor at 555-6832 and leave the necessary information. You should also inform the editor that the honor student can be reached at home after school. The home number is 555-9020.

(SITUATION FOUR)

(Use Phone IV) You are the **assistant** to the editor of the local newspaper. The editor cannot talk on the phone at the moment, and you have been asked to report any information on local stories.

SITUATION FIVE

(Use Phone I) You are the **marketing director** of Freezer Fruits. Call Pelzer Premium Company at 555-6831, and ask to speak to a representative. If the representative is not there, inform the secretary where you can be reached during the day. You plan to be in Philadelphia this morning, and in Atlanta in the afternoon. The numbers to call are (215) 555-8554 and (404) 555-2111.

(SITUATION FIVE)

(Use Phone III) You are a **secretary** at Pelzer Premium Company, and none of the representatives are in the office at the moment. The representatives will call back as soon as they return to the office.

SITUATION SIX

(Use Phone IV) You are a **realtor** for Bell's Realty, and have acquired a new office on the other side of town. Call Freddy the Mover at 555-4302 to make arrangements to have your furniture moved. If Freddy is not there, leave some information about the prospective move, and tell the assistant when you will call again.

(SITUATION SIX)

(Use Phone II) You are the **assistant** to Freddy the Mover. Your employer is not in the office, but will be there between 4:15 and 5:00 in the afternoon. Before going out, he asked you to take messages and note information about prospective customers who call.

Strategy 3a: Request, Summarize, and Write Information Messages

YOU CAN SAVE TIME, EFFORT, AND EVEN MONEY BY LETTING THE TELEPHONE WORK FOR YOU.

Here's a chance to practice requesting and receiving information by telephone. At the same time, you can review your telephone message writing skills.

Make a list of "things you need to know, or you'd like to know"; then use the write telephone pages, the yellow pages, or a community services directory and make a companion list of places you can call to get the information. Below are a few ideas to get you started.

Am I eligible for social security?	Call local S.S. office
What bus do I take to get to the Employment office?	Call local buss office--UTA
Starting times for movies	Call local theaters
Airline schedules for vacation	Call airport reservation information and/or travel agent

Choose one or more of the places listed, call for information, make a good memorandum of the information, and report it back to the class.

Strategy 3b: Summarize Telephone Information

TO THE TEACHER: You may wish to make a more complete list of community services and have student make the calls. Be sure to stress the importance of taking good notes and writing a good memo from the noted information.

If your class handles competition well, you may have two students call the same source and compare their summaries.

Following are some suggested sources:

> Local movie theaters for time schedules and movies currently playing.
>
> Airport information or travel bureaus for airline reservation information.
>
> Utah Extension Division of Utah State University for brochures and information concerning many subjects--or even for a catalogue of their brochures.
>
> Salt Lake City and surrounding areas may use Tele-Life, a call-in service that will play tapes on a variety of subjects over the phone. This is exceptionally good for note-taking. TELEPHONE: 531-1330
>
> Local service agencies such as Social Security, Job Service, Credit Bureau, and others in your area.

TITLE: Adult Education Basic Writing Skills	TOPIC: Writing Telephone Messages Clearly and Correctly	417-006

Post Test:

Have students work in pairs. Student "A" in each pair will compose a simple message and read it to student "B" who will write a memo giving the important information. Then student "B" will compose and read a message to student "A" who will write a memo.

TITLE: Adult Education Basic Writing Skills	TOPIC: Giving Appropriate Information on Forms	417-007

Writing Objective #7: Student will be able to give appropriate information by filling out a variety of forms and applications.

A. Pretest/Post Test

The student will fill out an application form which the teacher thinks appropriate.

B. Skills

1. Understand all words on an application form
2. Fill in all necessary information on an application form
3. Write a legible signature in cursive

C. Strategies

1. Lecture-Discussion using chalkboard and/or overhead projector to demonstrate skills
2. Practical application of skills - The student will fill out a personal data sheet which includes education, job experience, and references.
3. The teacher will provide a variety of blank forms. The student will select the forms he wants to complete. Here is a list of forms that may be of importance to an adult student: (Some of the forms are included in this unit.)

   banking and credit forms
   state and local tax forms
   job application
   union membership application
   unemployment application
   name change request
   selective service form
   driver's license application
   accident report form
   insurance application
   mail order form
   marriage application
   citizenship application
   birth certificate request

4. Vocabulary/Spelling

   form
   application
   beneficiary
   license
   interest
   employment
   checking
   credit
   insurance
   reference
   deduction
   account
   payment
   disabilities
   charge
   receipt
   order
   withholding
   rate
   savings
   social security

D. Additional Resources

1. Brockel, Ray. Everyday Survival Skills, Meeting Daily Needs. Hayes School Publishing Company.

D. Additional Resources - Continued

2. Cower, Tina and Sandra Fortinos. *A Conversation Book*, *English in Everyday Life*. Prentice-Hall, Inc.

3. Goltry, M. *Forms in Your Future*. Learning Trends, Globe Book Company, Inc.

4. Hall, Betty L. *Utah Survival*. Holt, Rhinehart, and Winston.

5. Klasky, Charles. *Filling Out Forms and Following Directions*. Lakeshore Curriculum Materials Company.

6. McVey and Associates, Inc. *Finding Work*. Follett Publishing Company.

* * *

7. Internal Revenue Service - speakers and lesson material are available upon request. Address: 324 25th Street, Ogden, Utah. Telephone - (801) 662-5370.

8. Utah Banker's Association, Tracy Collins Consumer Services, 465 East Second South, Salt Lake City, UT 84111. Attention: Ms. Pat Christensen. Telephone - (801) 328-3737 Ext. 672.

Strategy 2: Personal Data Sheet

NOTE: The student can take this personal data sheet with him when he applies for employment. It centralizes all necessary information.

PERSONAL DATA SHEET

I. PERSONAL INFORMATION

NAME ________________________________ TELEPHONE __________

ADDRESS __________________ CITY __________ STATE ________ ZIP ________

SOCIAL SECURITY NUMBER ______________ DATE OF BIRTH ______________

MARTIAL STATUS __________ NO. OF CHILDREN ______ NO. OF DEPENDENTS _____

II. EDUCATION

	NAME OF SCHOOL	ADDRESS	FROM	TO	GRADUATE?
ELEMENTARY					
JR. HIGH					
HIGH SCHOOL					
VOCATIONAL					
COLLEGE					
OTHER					

EXTRACURRICULAR ACTIVITIES ________________________________

____

III. MILITARY HISTORY

DATE ENTERED SERVICE ______________ DATE DISCHARGED ______________

BRANCH OF SERVICE ______________ SERIAL NO. ______________

RANK AT DISCHARGE ________________________________

RESPONSIBILITIES ________________________________

____

____

Strategy 2 - Continued

PERSONAL DATA SHEET - PAGE 2

IV. FAMILY INFORMATION

NO. OF CHILDREN_____ NAMES_____________________________ AGES____________

IS YOUR SPOUSE EMPLOYED?________ WHERE?_______________________________

DO YOU RENT YOUR HOME?_____ OWN?___ LIVE WITH RELATIVES OR FRIENDS?____

V. MEDICAL INFORMATION

LIST ANY MAJOR ILLNESS YOU HAVE HAD_____________________________________

____

DO YOU WEAR GLASSES?____________ DO YOU HAVE HEARING PROBLEMS?__________

HAVE YOU EVER LOST TIME FROM WORK BECAUSE OF ANY INJURY RECEIVED ON THE JOB?

EXPLAIN.____

____

DO YOU HAVE AN INJURY OR DISABILITY THAT MIGHT INTERFERE WITH YOUR ABILITY TO DO THE JOB YOU ARE APPLYING FOR? IF SO, EXPLAIN.

____

IN CASE OF EMERGENCY, WHO SHOULD BE NOTIFIED?

NAME___________________________ ADDRESS_________________________________

CITY________________________ STATE __________ TELEPHONE NO._____________

VI. REFERENCES

NAME	ADDRESS	PHONE	POSITION

Strategy 2 - Continued

PERSONAL DATA SHEET - PAGE 3

VII. JOB EXPERIENCES

COMPANY	ADDRESS	POSITION	FROM	TO	SALARY

VIII. HOBBIES AND OTHER INTERESTS

____

____

____

Strategy 3a: Use Bank and Credit Forms

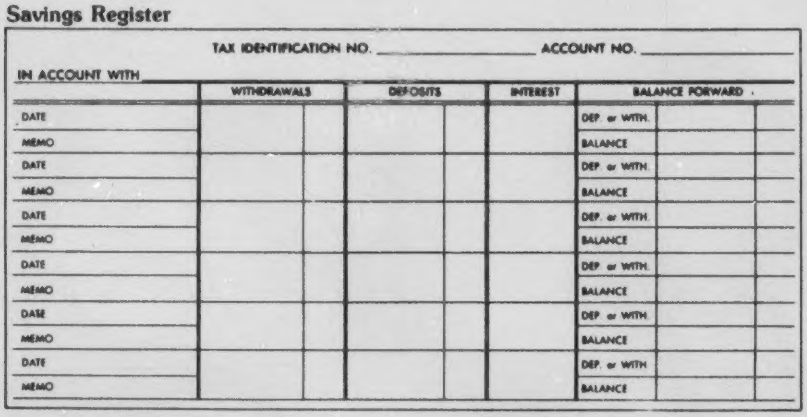
The Utah Banker's Association has a packet of materials entitled "Your Bank and You" which gives information about banking, credit, truth in lending, maintaining good credit, banking career opportunities and a large variety of other important economic information. This packet contains sample banking and credit forms. Contact the Utah Banker's Association, Tracy Collins Consumer Services, 465 East Second South, Salt Lake City, Utah 84111, Attention: Ms. Pat Christensen. Telephone - 328-3737 Ext. 672, for information concerning the packet, and for the possibility of having someone from your local bank teacher a banking unit for your students.

Sample pages from the banking packet have been duplicated on the following pages.

Utah Bankers Association
"Your Bank and You"

Practice Worksheet for Savings

Savings Register

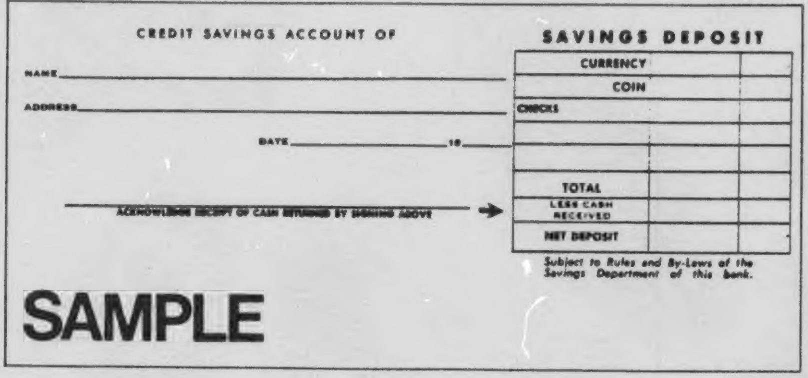


TAX IDENTIFICATION NO. ____________ ACCOUNT NO. ____________

IN ACCOUNT WITH ____________

	WITHDRAWALS		DEPOSITS		INTEREST	BALANCE FORWARD		
DATE						DEP. or WITH.		
MEMO						BALANCE		
DATE						DEP. or WITH.		
MEMO						BALANCE		
DATE						DEP. or WITH.		
MEMO						BALANCE		
DATE						DEP. or WITH.		
MEMO						BALANCE		
DATE						DEP. or WITH.		
MEMO						BALANCE		
DATE						DEP. or WITH.		
MEMO						BALANCE		

Savings Deposit Slip



CREDIT SAVINGS ACCOUNT OF

NAME ____________

ADDRESS ____________

DATE ____________ 19____

____
ACKNOWLEDGE RECEIPT OF CASH RETURNED BY SIGNING ABOVE →

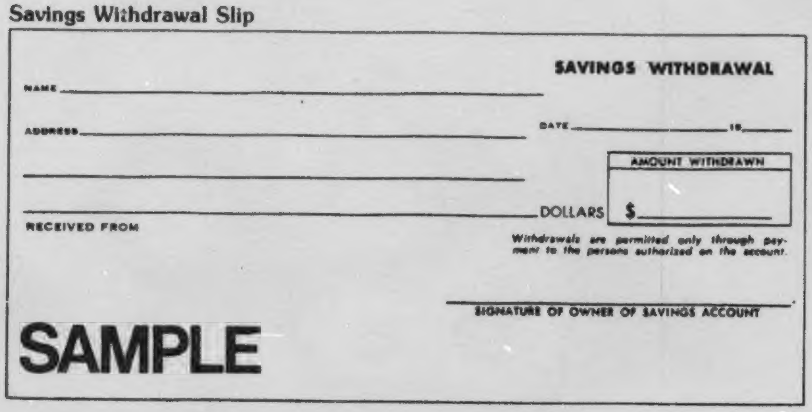
SAVINGS DEPOSIT

CURRENCY		
COIN		
CHECKS		
TOTAL		
LESS CASH RECEIVED		
NET DEPOSIT		

Subject to Rules and By-Laws of the Savings Department of this bank.

SAMPLE

Savings Withdrawal Slip



SAVINGS WITHDRAWAL

NAME ____________

ADDRESS ____________

DATE ____________ 19____

____

____________ DOLLARS

RECEIVED FROM

AMOUNT WITHDRAWN
$ ________

Withdrawals are permitted only through payment to the persons authorized on the account.

____
SIGNATURE OF OWNER OF SAVINGS ACCOUNT

SAMPLE

UBA-107B
1-2

Utah Bankers Association
"Your Bank and You"

LOAN APPLICATION

Full Name ______________________________

Present Street Address ______________________ Years there ________

City ____________ State ____________ Zipcode ____________

Telephone __________ Birthdate __________ Social Security No. ________

Present Employer ______________________ Years there ________

Position or Title Held ______________ Name of Supervisor __________

Employers Address ______________________________

Present Net Salary or Commission $ ______________________

Amount of Loan Requested $ ________ Monthly Payment Date ____________

Proceeds of Credit to be Used for: ______________________

____

Have you ever received credit from us? ______ When? ____________

Checking Account No. ____________ Institution/Branch ____________

Savings Account No. ____________ Institution/Branch ____________

Name and address of nearest relative not living with you:

____

Assets Owned: (such as cash, real estate, other): ______________

____

Outstanding Debts: ______________________

Credit References:

1. ____________________ 2. ____________________

*NOTE: It is a federal crime for any person to knowingly make any false statement to obtain credit.

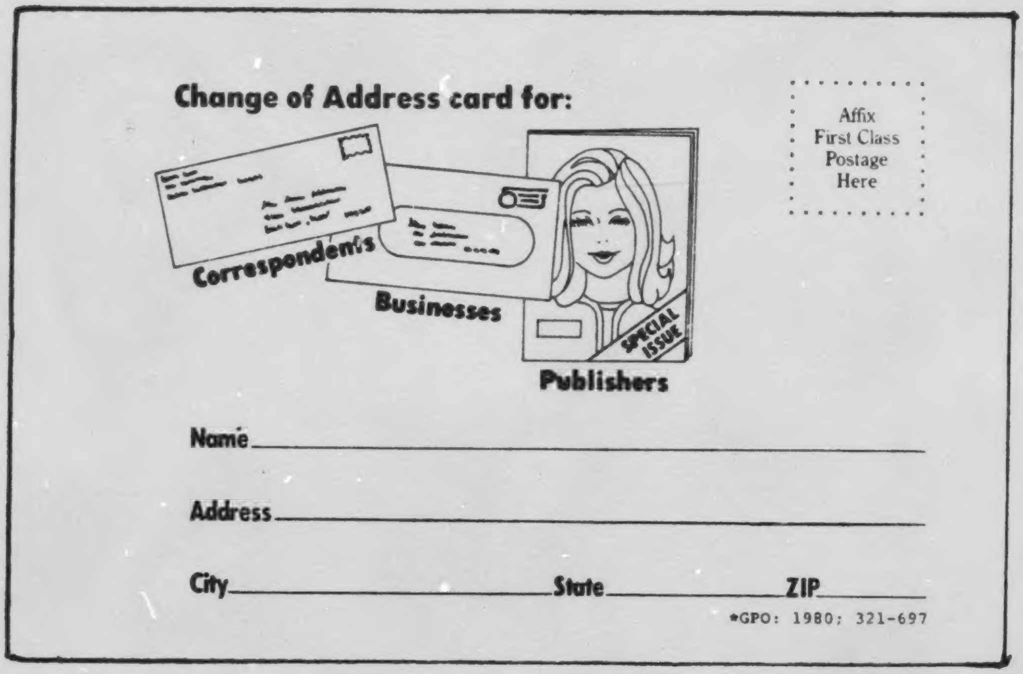
I hereby certify that the statements made on this application are true and correct to the best of my knowledge and belief. I understand that you will retain this application whether or not it is approved. You are authorized to check my credit and employment history and to answer questions about your credit experience with me.

______________ ______ ______________ ______
Signature of Applicant Date Other Signature Date

UBA-117
2-1

98

Strategy 3b: Change of Address Card



Change of Address card for:

Affix
First Class
Postage
Here

Correspondents

Businesses

Publishers

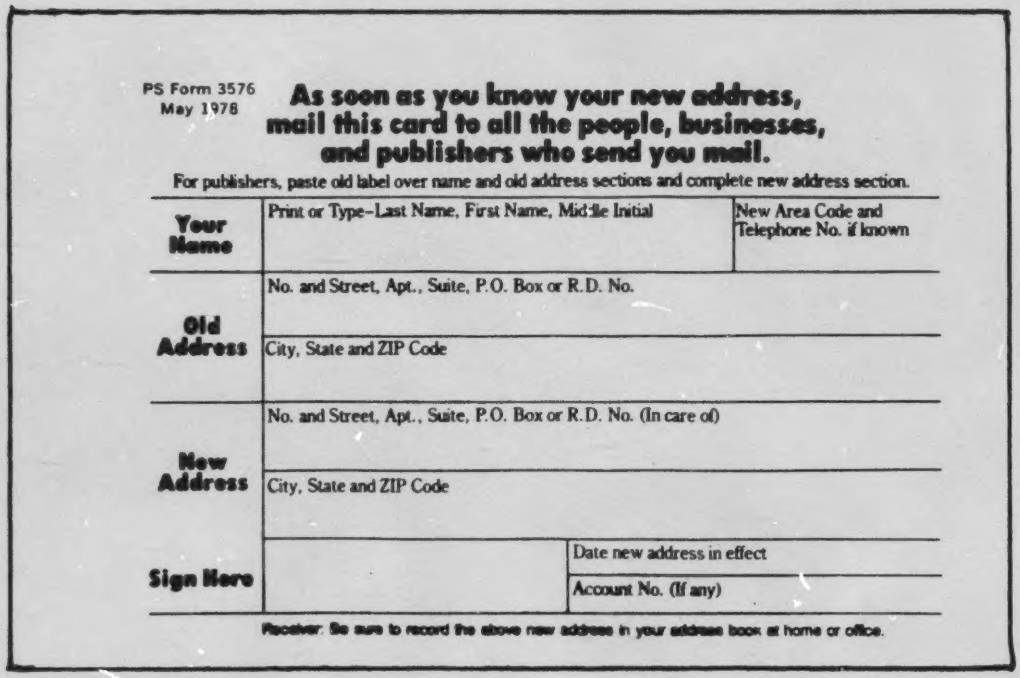
SPECIAL ISSUE

Name ____________________

Address ____________________

City __________ State __________ ZIP __________

*GPO: 1980; 321-697



PS Form 3576
May 1978

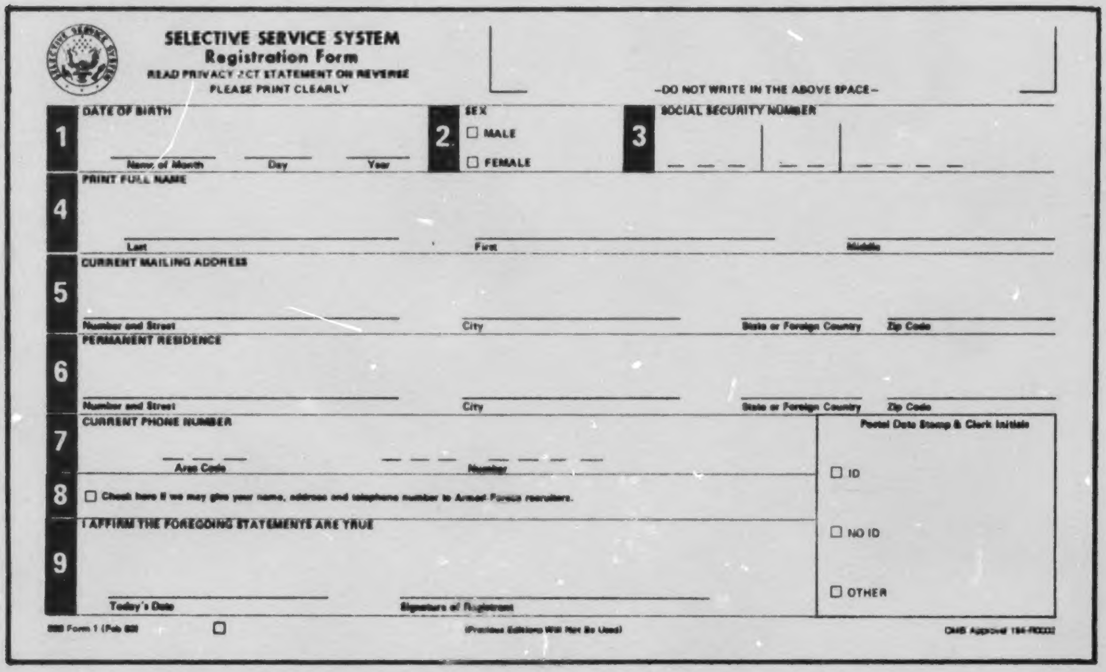
As soon as you know your new address, mail this card to all the people, businesses, and publishers who send you mail.

For publishers, paste old label over name and old address sections and complete new address section.

Your Name	Print or Type–Last Name, First Name, Middle Initial	New Area Code and Telephone No. if known
Old Address	No. and Street, Apt., Suite, P.O. Box or R.D. No.	
	City, State and ZIP Code	
New Address	No. and Street, Apt., Suite, P.O. Box or R.D. No. (In care of)	
	City, State and ZIP Code	
Sign Here		Date new address in effect
		Account No. (If any)

Receiver: Be sure to record the above new address in your address book at home or office.

Strategy 3c: Selective Service System Registration Form



SELECTIVE SERVICE SYSTEM
Registration Form
READ PRIVACY ACT STATEMENT ON REVERSE
PLEASE PRINT CLEARLY

—DO NOT WRITE IN THE ABOVE SPACE—

1 DATE OF BIRTH
Name of Month Day Year

2 SEX
☐ MALE
☐ FEMALE

3 SOCIAL SECURITY NUMBER

4 PRINT FULL NAME
Last First Middle

5 CURRENT MAILING ADDRESS
Number and Street City State or Foreign Country Zip Code

6 PERMANENT RESIDENCE
Number and Street City State or Foreign Country Zip Code

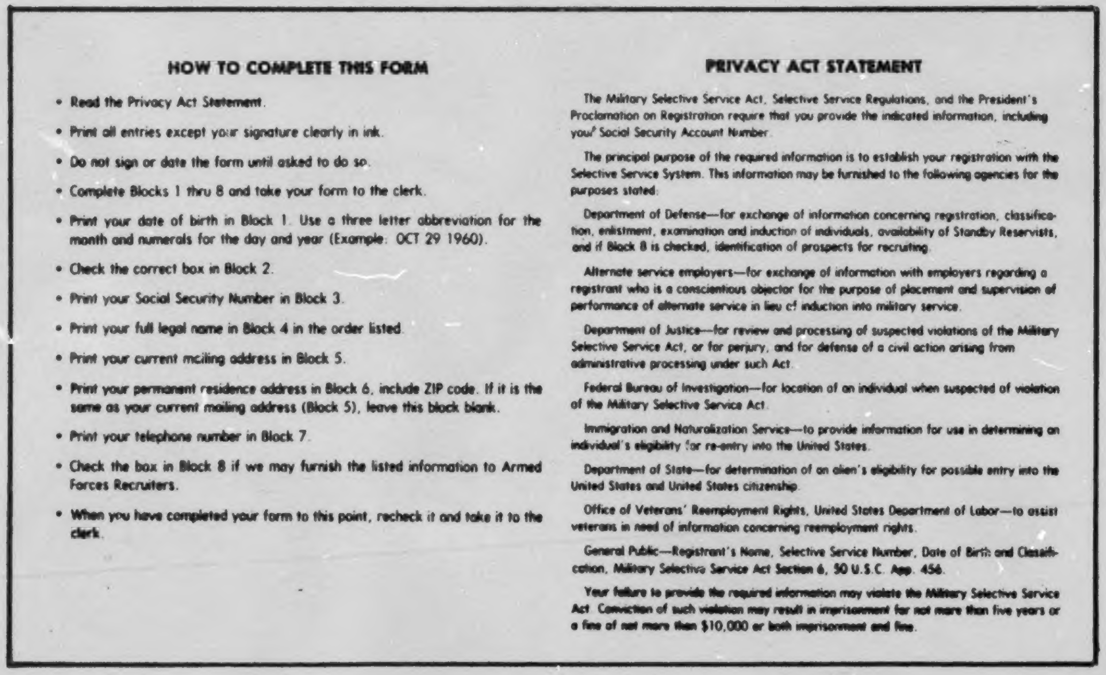
7 CURRENT PHONE NUMBER
Area Code Number

8 ☐ Check here if we may give your name, address and telephone number to Armed Forces recruiters.

9 I AFFIRM THE FOREGOING STATEMENTS ARE TRUE
Today's Date Signature of Registrant

Postal Date Stamp & Clerk Initials
☐ ID
☐ NO ID
☐ OTHER

SSS Form 1 (Feb 80) ☐ (Previous Editions Will Not Be Used) OMB Approved 194-R0002



HOW TO COMPLETE THIS FORM

- Read the Privacy Act Statement.
- Print all entries except your signature clearly in ink.
- Do not sign or date the form until asked to do so.
- Complete Blocks 1 thru 8 and take your form to the clerk.
- Print your date of birth in Block 1. Use a three letter abbreviation for the month and numerals for the day and year (Example: OCT 29 1960).
- Check the correct box in Block 2.
- Print your Social Security Number in Block 3.
- Print your full legal name in Block 4 in the order listed.
- Print your current mailing address in Block 5.
- Print your permanent residence address in Block 6, include ZIP code. If it is the same as your current mailing address (Block 5), leave this block blank.
- Print your telephone number in Block 7.
- Check the box in Block 8 if we may furnish the listed information to Armed Forces Recruiters.
- When you have completed your form to this point, recheck it and take it to the clerk.

PRIVACY ACT STATEMENT

The Military Selective Service Act, Selective Service Regulations, and the President's Proclamation on Registration require that you provide the indicated information, including your Social Security Account Number.

The principal purpose of the required information is to establish your registration with the Selective Service System. This information may be furnished to the following agencies for the purposes stated:

Department of Defense—for exchange of information concerning registration, classification, enlistment, examination and induction of individuals, availability of Standby Reservists, and if Block 8 is checked, identification of prospects for recruiting.

Alternate service employers—for exchange of information with employers regarding a registrant who is a conscientious objector for the purpose of placement and supervision of performance of alternate service in lieu of induction into military service.

Department of Justice—for review and processing of suspected violations of the Military Selective Service Act, or for perjury, and for defense of a civil action arising from administrative processing under such Act.

Federal Bureau of Investigation—for location of an individual when suspected of violation of the Military Selective Service Act.

Immigration and Naturalization Service—to provide information for use in determining an individual's eligibility for re-entry into the United States.

Department of State—for determination of an alien's eligibility for possible entry into the United States and United States citizenship.

Office of Veterans' Reemployment Rights, United States Department of Labor—to assist veterans in need of information concerning reemployment rights.

General Public—Registrant's Name, Selective Service Number, Date of Birth and Classification, Military Selective Service Act Section 6, 50 U.S.C. App. 456.

Your failure to provide the required information may violate the Military Selective Service Act. Conviction of such violation may result in imprisonment for not more than five years or a fine of not more than $10,000 or both imprisonment and fine.

Strategy 3d: Salt Lake County Library System Registration Form

SALT LAKE COUNTY LIBRARY SYSTEM

REGISTRATION FORM

PLEASE PRINT IN INK

	NAME			DATE OF BIRTH			SEX	
	LAST	FIRST	MIDDLE	MO.	DAY	YR.	M	F
APPLICANT							☐	☐
SPOUSE							☐	☐
CHILD							☐	☐
CHILD							☐	☐
CHILD							☐	☐
CHILD							☐	☐

OFFICE USE ONLY

APPLICANT
SPOUSE
CHILD
CHILD
CHILD
CHILD

TELEPHONE ______________________

ADDRESS ____
STREET CITY ZIP
(Must be same for all family members)

In return for my right and privilege to use the Salt Lake County Library System, I agree to obey all of its rules and regulations, and to pay promptly all fines, damages, and losses charged against me and my family and to give immediate written notice of any address change or loss of my library card. It is further agreed that I will be responsible for all materials and equipment checked out on my card or other cards issued to members of my family up to the date the Salt Lake County Library System is notified in writing that the card is lost or stolen. If I refuse to pay any fines or charges owing to the library after written demand has been made upon me, I agree to pay collection costs.

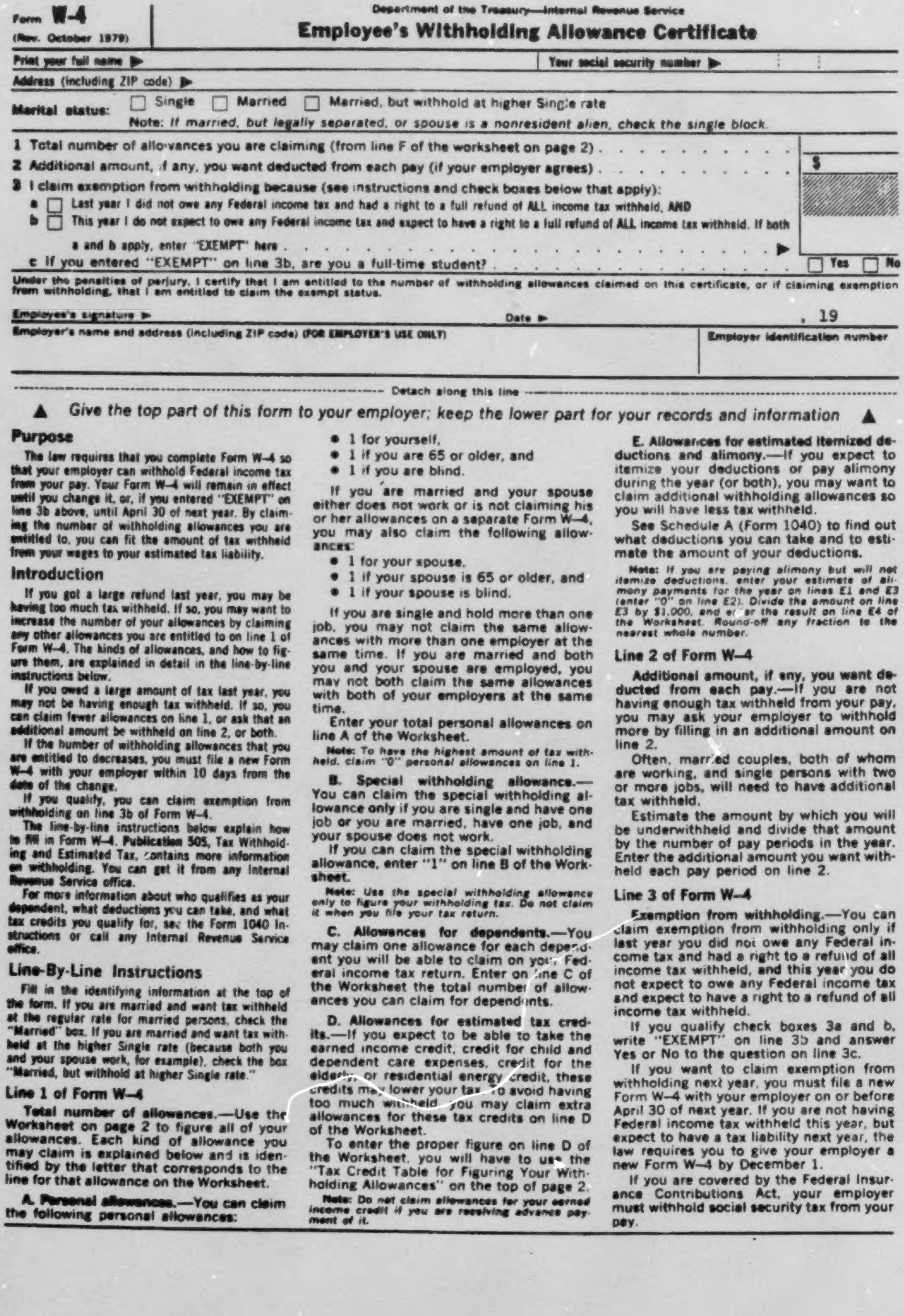
*Signature ______________________ Date ______________

Proof of residence: ______________________

*If under 18, must be signed by parent or guardian.

$1.00 charge for lost, stolen or damaged plates.

Strategy 3e: Form W-4 Employee's Withholding Allowance Certificate



Form **W-4**
(Rev. October 1979)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

Print your full name ▶ | Your social security number ▶

Address (including ZIP code) ▶

Marital status: ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate

Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . .

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $

3 I claim exemption from withholding because (see instructions and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter "EXEMPT" here . . . . ▶

c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . ☐ Yes ☐ No

Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Date ▶ , 19

Employer's name and address (including ZIP code) (FOR EMPLOYER'S USE ONLY) | Employer identification number

Detach along this line

▲ *Give the top part of this form to your employer; keep the lower part for your records and information* ▲

Purpose

The law requires that you complete Form W-4 so that your employer can withhold Federal income tax from your pay. Your Form W-4 will remain in effect until you change it, or, if you entered "EXEMPT" on line 3b above, until April 30 of next year. By claiming the number of withholding allowances you are entitled to, you can fit the amount of tax withheld from your wages to your estimated tax liability.

Introduction

If you got a large refund last year, you may be having too much tax withheld. If so, you may want to increase the number of your allowances by claiming any other allowances you are entitled to on line 1 of Form W-4. The kinds of allowances, and how to figure them, are explained in detail in the line-by-line instructions below.

If you owed a large amount of tax last year, you may not be having enough tax withheld. If so, you can claim fewer allowances on line 1, or ask that an additional amount be withheld on line 2, or both.

If the humber of withholding allowances that you are entitled to decreases, you must file a new Form W-4 with your employer within 10 days from the date of the change.

If you qualify, you can claim exemption from withholding on line 3b of Form W-4.

The line-by-line instructions below explain how to fill in Form W-4. **Publication 505**, Tax Withholding and Estimated Tax, contains more information on withholding. You can get it from any Internal Revenue Service office.

For more information about who qualifies as your dependent, what deductions you can take, and what tax credits you qualify for, see the Form 1040 Instructions or call any Internal Revenue Service office.

Line-By-Line Instructions

Fill in the identifying information at the top of the form. If you are married and want tax withheld at the regular rate for married persons, check the "Married" box. If you are married and want tax withheld at the higher Single rate (because both you and your spouse work, for example), check the box "Married, but withhold at higher Single rate."

Line 1 of Form W-4

Total number of allowances.—Use the Worksheet on page 2 to figure all of your allowances. Each kind of allowance you may claim is explained below and is identified by the letter that corresponds to the line for that allowance on the Worksheet.

A. Personal allowances.—You can claim the following personal allowances:

- 1 for yourself,
- 1 if you are 65 or older, and
- 1 if you are blind.

If you are married and your spouse either does not work or is not claiming his or her allowances on a separate Form W-4, you may also claim the following allowances:

- 1 for your spouse,
- 1 if your spouse is 65 or older, and
- 1 if your spouse is blind.

If you are single and hold more than one job, you may not claim the same allowances with more than one employer at the same time. If you are married and both you and your spouse are employed, you may not both claim the same allowances with both of your employers at the same time.

Enter your total personal allowances on line A of the Worksheet.

Note: *To have the highest amount of tax withheld, claim "0" personal allowances on line 1.*

B. Special withholding allowance.—You can claim the special withholding allowance only if you are single and have one job or you are married, have one job, and your spouse does not work.

If you can claim the special withholding allowance, enter "1" on line B of the Worksheet.

Note: *Use the special withholding allowance only to figure your withholding tax. Do not claim it when you file your tax return.*

C. Allowances for dependents.—You may claim one allowance for each dependent you will be able to claim on your Federal income tax return. Enter on line C of the Worksheet the total number of allowances you can claim for dependents.

D. Allowances for estimated tax credits.—If you expect to be able to take the earned income credit, credit for child and dependent care expenses, credit for the elderly, or residential energy credit, these credits may lower your tax. To avoid having too much withheld, you may claim extra allowances for these tax credits on line D of the Worksheet.

To enter the proper figure on line D of the Worksheet, you will have to use the "Tax Credit Table for Figuring Your Withholding Allowances" on the top of page 2.

Note: *Do not claim allowances for your earned income credit if you are receiving advance payment of it.*

E. Allowances for estimated itemized deductions and alimony.—If you expect to itemize your deductions or pay alimony during the year (or both), you may want to claim additional withholding allowances so you will have less tax withheld.

See Schedule A (Form 1040) to find out what deductions you can take and to estimate the amount of your deductions.

Note: *If you are paying alimony but will not itemize deductions, enter your estimate of alimony payments for the year on lines E1 and E3 (enter "0" on line E2). Divide the amount on line E3 by $1,000, and enter the result on line E4 of the Worksheet. Round-off any fraction to the nearest whole number.*

Line 2 of Form W-4

Additional amount, if any, you want deducted from each pay.—If you are not having enough tax withheld from your pay, you may ask your employer to withhold more by filling in an additional amount on line 2.

Often, married couples, both of whom are working, and single persons with two or more jobs, will need to have additional tax withheld.

Estimate the amount by which you will be underwithheld and divide that amount by the number of pay periods in the year. Enter the additional amount you want withheld each pay period on line 2.

Line 3 of Form W-4

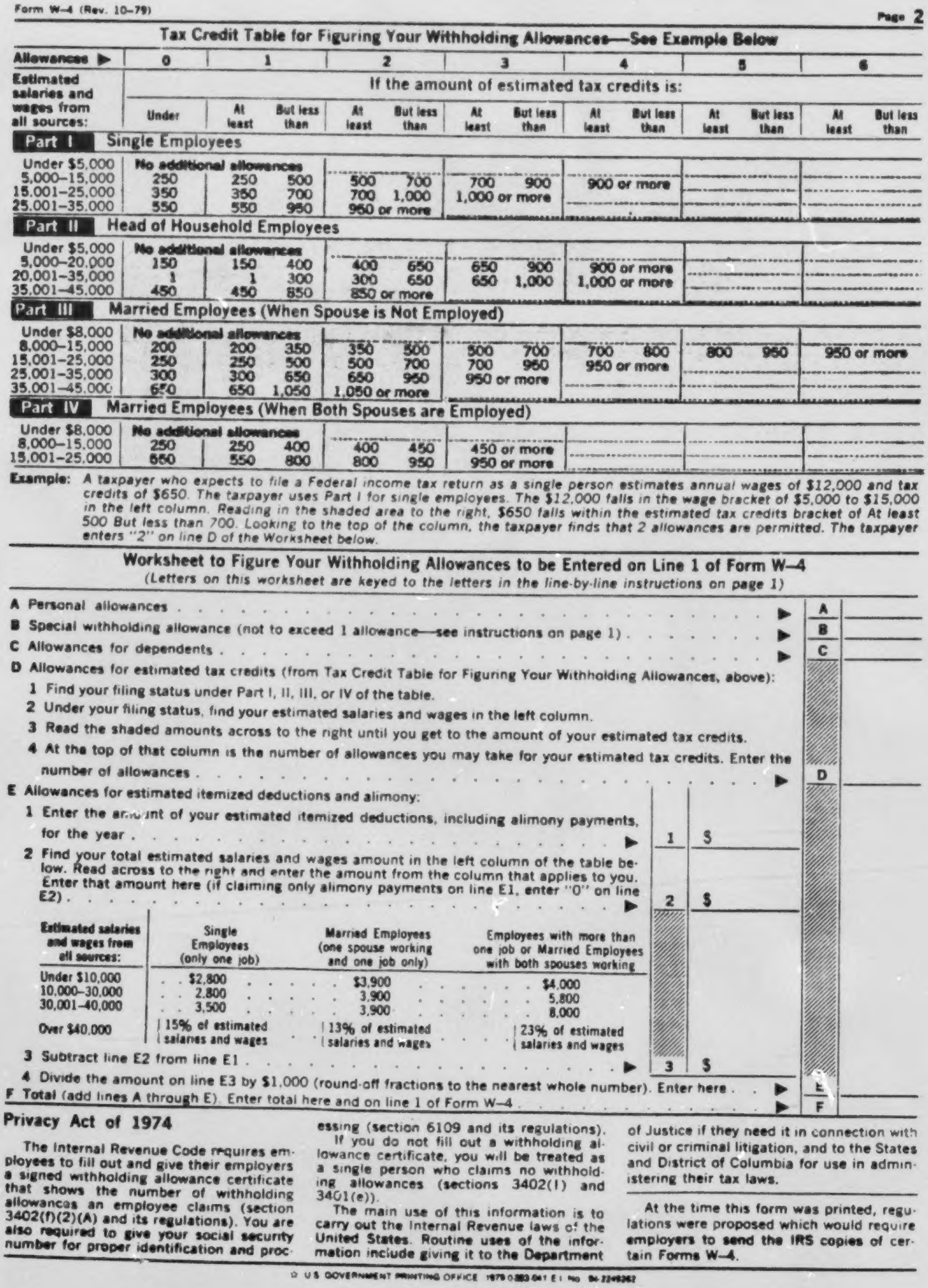
Exemption from withholding.—You can claim exemption from withholding only if last year you did not owe any Federal income tax and had a right to a refund of all income tax withheld, and this year you do not expect to owe any Federal income tax and expect to have a right to a refund of all income tax withheld.

If you qualify check boxes 3a and b, write "EXEMPT" on line 3b and answer Yes or No to the question on line 3c.

If you want to claim exemption from withholding next year, you must file a new Form W-4 with your employer on or before April 30 of next year. If you are not having Federal income tax withheld this year, but expect to have a tax liability next year, the law requires you to give your employer a new Form W-4 by December 1.

If you are covered by the Federal Insurance Contributions Act, your employer must withhold social security tax from your pay.

Strategy 3e: Form W-4 Employee's Withholding Allowance Certificate - Continued



Form W-4 (Rev. 10-79) Page 2

Tax Credit Table for Figuring Your Withholding Allowances—See Example Below

Allowances ▶	0	1		2		3		4		5		6	
Estimated salaries and wages from all sources:	If the amount of estimated tax credits is:												
	Under	At least	But less than	At least	But less than	At least	But less than	At least	But less than	At least	But less than	At least	But less than
Part I Single Employees													
Under $5,000	**No additional allowances**												
5,000–15,000	250	250	500	500	700	700	900	900 or more					
15,001–25,000	350	350	700	700	1,000	1,000 or more							
25,001–35,000	550	550	950	950 or more									
Part II Head of Household Employees													
Under $5,000	**No additional allowances**												
5,000–20,000	150	150	400	400	650	650	900	900 or more					
20,001–35,000	1	1	300	300	650	650	1,000	1,000 or more					
35,001–45,000	450	450	850	850 or more									
Part III Married Employees (When Spouse is Not Employed)													
Under $8,000	**No additional allowances**												
8,000–15,000	200	200	350	350	500	500	700	700	800	800	950	950 or more	
15,001–25,000	250	250	500	500	700	700	950	950 or more					
25,001–35,000	300	300	650	650	950	950 or more							
35,001–45,000	650	650	1,050	1,050 or more									
Part IV Married Employees (When Both Spouses are Employed)													
Under $8,000	**No additional allowances**												
8,000–15,000	250	250	400	400	450	450 or more							
15,001–25,000	650	550	800	800	950	950 or more							

Example: *A taxpayer who expects to file a Federal income tax return as a single person estimates annual wages of $12,000 and tax credits of $650. The taxpayer uses Part I for single employees. The $12,000 falls in the wage bracket of $5,000 to $15,000 in the left column. Reading in the shaded area to the right, $650 falls within the estimated tax credits bracket of At least 500 But less than 700. Looking to the top of the column, the taxpayer finds that 2 allowances are permitted. The taxpayer enters "2" on line D of the Worksheet below.*

Worksheet to Figure Your Withholding Allowances to be Entered on Line 1 of Form W-4

(Letters on this worksheet are keyed to the letters in the line-by-line instructions on page 1)

A Personal allowances . . . . ▶ A ______

B Special withholding allowance (not to exceed 1 allowance—see instructions on page 1) . . . . . . ▶ B ______

C Allowances for dependents . . . . ▶ C ______

D Allowances for estimated tax credits (from Tax Credit Table for Figuring Your Withholding Allowances, above):

1 Find your filing status under Part I, II, III, or IV of the table.

2 Under your filing status, find your estimated salaries and wages in the left column.

3 Read the shaded amounts across to the right until you get to the amount of your estimated tax credits.

4 At the top of that column is the number of allowances you may take for your estimated tax credits. Enter the number of allowances . . . . ▶ D ______

E Allowances for estimated itemized deductions and alimony:

1 Enter the amount of your estimated itemized deductions, including alimony payments, for the year . . . . ▶ 1 $ ______

2 Find your total estimated salaries and wages amount in the left column of the table below. Read across to the right and enter the amount from the column that applies to you. Enter that amount here (if claiming only alimony payments on line E1, enter "0" on line E2) . . . . ▶ 2 $ ______

Estimated salaries and wages from all sources:	Single Employees (only one job)	Married Employees (one spouse working and one job only)	Employees with more than one job or Married Employees with both spouses working
Under $10,000	$2,800	$3,900	$4,000
10,000–30,000	2,800	3,900	5,800
30,001–40,000	3,500	3,900	8,000
Over $40,000	15% of estimated salaries and wages	13% of estimated salaries and wages	23% of estimated salaries and wages

3 Subtract line E2 from line E1 . . . . ▶ 3 $ ______

4 Divide the amount on line E3 by $1,000 (round-off fractions to the nearest whole number). Enter here . . ▶ E ______

F **Total** (add lines A through E). Enter total here and on line 1 of Form W-4 . . . . . . ▶ F ______

Privacy Act of 1974

The Internal Revenue Code requires employees to fill out and give their employers a signed withholding allowance certificate that shows the number of withholding allowances an employee claims (section 3402(f)(2)(A) and its regulations). You are also required to give your social security number for proper identification and processing (section 6109 and its regulations).

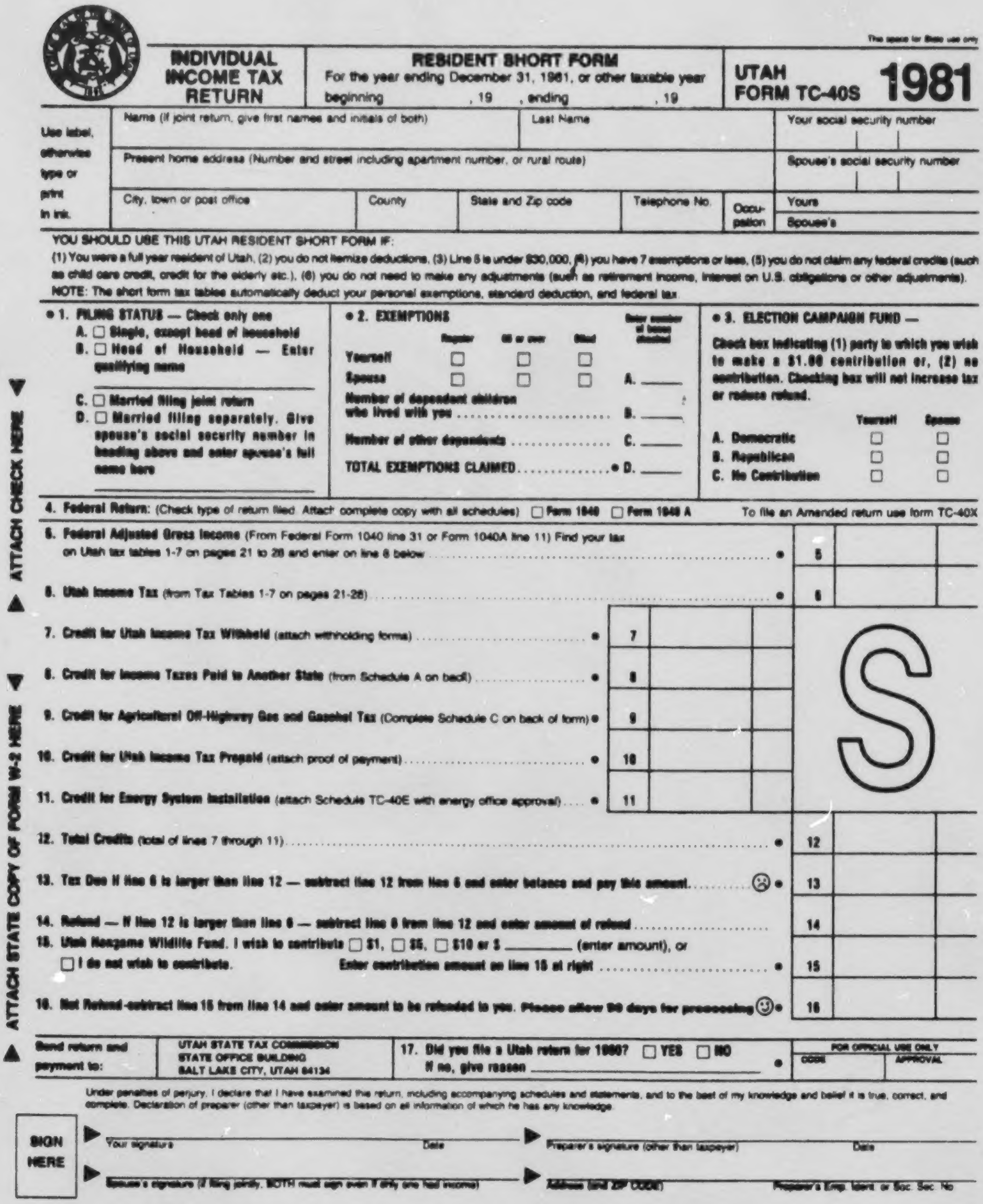
If you do not fill out a withholding allowance certificate, you will be treated as a single person who claims no withholding allowances (sections 3402(l) and 3401(e)).

The main use of this information is to carry out the Internal Revenue laws of the United States. Routine uses of the information include giving it to the Department of Justice if they need it in connection with civil or criminal litigation, and to the States and District of Columbia for use in administering their tax laws.

At the time this form was printed, regulations were proposed which would require **employers to send the IRS copies of certain Forms W-4.**

☆ U.S. GOVERNMENT PRINTING OFFICE 1979 [illegible]

Strategy 3f: Form TC-40S Utah Resident Short Form



The space for State use only

INDIVIDUAL INCOME TAX RETURN

RESIDENT SHORT FORM
For the year ending December 31, 1981, or other taxable year beginning , 19 , ending , 19

UTAH FORM TC-40S 1981

Use label, otherwise type or print in ink.

Name (if joint return, give first names and initials of both)
Last Name
Your social security number
Present home address (Number and street including apartment number, or rural route)
Spouse's social security number
City, town or post office
County
State and Zip code
Telephone No.
Occupation: Yours
Spouse's

YOU SHOULD USE THIS UTAH RESIDENT SHORT FORM IF:
(1) You were a full year resident of Utah, (2) you do not itemize deductions, (3) Line 5 is under $30,000, (4) you have 7 exemptions or less, (5) you do not claim any federal credits (such as child care credit, credit for the elderly etc.), (6) you do not need to make any adjustments (such as retirement income, interest on U.S. obligations or other adjustments).
NOTE: The short form tax tables automatically deduct your personal exemptions, standard deduction, and federal tax

● 1. **FILING STATUS — Check only one**
- A. ☐ **Single, except head of household**
- B. ☐ **Head of Household — Enter qualifying name** ______
- C. ☐ **Married filing joint return**
- D. ☐ **Married filing separately. Give spouse's social security number in heading above and enter spouse's full name here** ______

● 2. **EXEMPTIONS**

	Regular	65 or over	Blind	Enter number of boxes checked
Yourself	☐	☐	☐	
Spouse	☐	☐	☐	A. ______
Number of dependent children who lived with you				B. ______
Number of other dependents				C. ______
TOTAL EXEMPTIONS CLAIMED ●				D. ______

● 3. **ELECTION CAMPAIGN FUND —**
Check box indicating (1) party to which you wish to make a $1.00 contribution or, (2) no contribution. Checking box will not increase tax or reduce refund.

	Yourself	Spouse
A. Democratic	☐	☐
B. Republican	☐	☐
C. No Contribution	☐	☐

4. **Federal Return:** (Check type of return filed. Attach complete copy with all schedules) ☐ **Form 1040** ☐ **Form 1040 A** To file an Amended return use form TC-40X

5. **Federal Adjusted Gross Income** (From Federal Form 1040 line 31 or Form 1040A line 11) Find your tax on Utah tax tables 1-7 on pages 21 to 28 and enter on line 6 below ● 5
6. **Utah Income Tax** (from Tax Tables 1-7 on pages 21-28) ● 6
7. **Credit for Utah Income Tax Withheld** (attach withholding forms) ● 7
8. **Credit for Income Taxes Paid to Another State** (from Schedule A on back) ● 8
9. **Credit for Agricultural Off-Highway Gas and Gasohol Tax** (Complete Schedule C on back of form) ● 9
10. **Credit for Utah Income Tax Prepaid** (attach proof of payment) ● 10
11. **Credit for Energy System Installation** (attach Schedule TC-40E with energy office approval) ● 11

S

12. **Total Credits** (total of lines 7 through 11) ● 12
13. **Tax Due If line 6 is larger than line 12 — subtract line 12 from line 6 and enter balance and pay this amount.** ☹ ● 13
14. **Refund — If line 12 is larger than line 6 — subtract line 6 from line 12 and enter amount of refund** 14
15. **Utah Nongame Wildlife Fund. I wish to contribute** ☐ **$1,** ☐ **$5,** ☐ **$10 or $** ______ (enter amount), or ☐ **I do not wish to contribute.** **Enter contribution amount on line 15 at right** ● 15
16. **Net Refund-subtract line 15 from line 14 and enter amount to be refunded to you. Please allow 90 days for processing** ☺ ● 16

ATTACH CHECK HERE

ATTACH STATE COPY OF FORM W-2 HERE

Send return and payment to:

UTAH STATE TAX COMMISSION
STATE OFFICE BUILDING
SALT LAKE CITY, UTAH 84134

17. **Did you file a Utah return for 1980?** ☐ **YES** ☐ **NO**
If no, give reason ______ ●

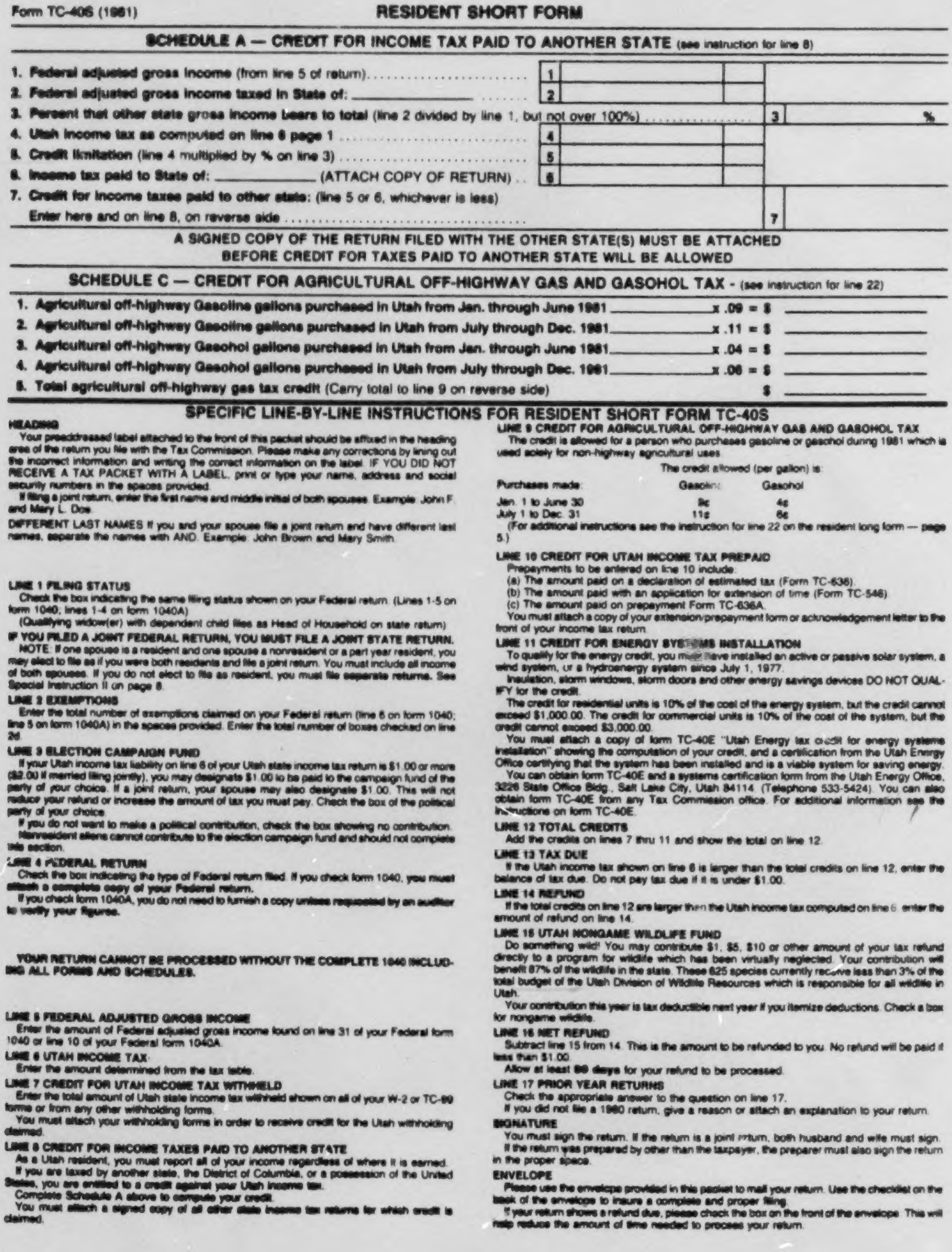
FOR OFFICIAL USE ONLY
CODE
APPROVAL

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which he has any knowledge.

SIGN HERE

Your signature
Date
Preparer's signature (other than taxpayer)
Date
Spouse's signature (if filing jointly, BOTH must sign even if only one had income)
Address (and ZIP CODE)
Preparer's Emp. Ident. or Soc. Sec. No

Strategy 3f: Form TC-40S Utah Resident Short Form - Continued



Form TC-40S (1981)

RESIDENT SHORT FORM

SCHEDULE A — CREDIT FOR INCOME TAX PAID TO ANOTHER STATE (see instruction for line 8)

1. Federal adjusted gross income (from line 5 of return) .... 1 ______
2. Federal adjusted gross income taxed in State of: ______ .... 2 ______
3. Percent that other state gross income bears to total (line 2 divided by line 1, but not over 100%) .... 3 ______ %
4. Utah income tax as computed on line 6 page 1 .... 4 ______
5. Credit limitation (line 4 multiplied by % on line 3) .... 5 ______
6. Income tax paid to State of: ______ (ATTACH COPY OF RETURN) .. 6 ______
7. Credit for income taxes paid to other state: (line 5 or 6, whichever is less)
Enter here and on line 8, on reverse side .... 7 ______

A SIGNED COPY OF THE RETURN FILED WITH THE OTHER STATE(S) MUST BE ATTACHED BEFORE CREDIT FOR TAXES PAID TO ANOTHER STATE WILL BE ALLOWED

SCHEDULE C — CREDIT FOR AGRICULTURAL OFF-HIGHWAY GAS AND GASOHOL TAX - (see instruction for line 22)

1. **Agricultural off-highway Gasoline gallons purchased in Utah from Jan. through June 1981** ______ **x .09 = $** ______
2. **Agricultural off-highway Gasoline gallons purchased in Utah from July through Dec. 1981** ______ **x .11 = $** ______
3. **Agricultural off-highway Gasohol gallons purchased in Utah from Jan. through June 1981** ______ **x .04 = $** ______
4. **Agricultural off-highway Gasohol gallons purchased in Utah from July through Dec. 1981** ______ **x .06 = $** ______
5. **Total agricultural off-highway gas tax credit** (Carry total to line 9 on reverse side) **$** ______

SPECIFIC LINE-BY-LINE INSTRUCTIONS FOR RESIDENT SHORT FORM TC-40S

HEADING

Your preaddressed label attached to the front of this packet should be affixed in the heading area of the return you file with the Tax Commission. Please make any corrections by lining out the incorrect information and writing the correct information on the label. IF YOU DID NOT RECEIVE A TAX PACKET WITH A LABEL, print or type your name, address and social security numbers in the spaces provided.

If filing a joint return, enter the first name and middle initial of both spouses. Example: John F. and Mary L. Doe.

DIFFERENT LAST NAMES If you and your spouse file a joint return and have different last names, separate the names with AND. Example: John Brown and Mary Smith.

LINE 1 FILING STATUS

Check the box indicating the same filing status shown on your Federal return. (Lines 1-5 on form 1040; lines 1-4 on form 1040A)

(Qualifying widow(er) with dependent child files as Head of Household on state return)

IF YOU FILED A JOINT FEDERAL RETURN, YOU MUST FILE A JOINT STATE RETURN.

NOTE: If one spouse is a resident and one spouse a nonresident or a part year resident, you may elect to file as if you were both residents and file a joint return. You must include all income of both spouses. If you do not elect to file as resident, you must file **separate returns**. See Special Instruction II on page 8.

LINE 2 EXEMPTIONS

Enter the total number of exemptions claimed on your Federal return (line 6 on form 1040; line 5 on form 1040A) in the spaces provided. Enter the total number of boxes checked on line 2d.

LINE 3 ELECTION CAMPAIGN FUND

If your Utah income tax liability on line 6 of your Utah state income tax return is $1.00 or more ($2.00 if married filing jointly), you may designate $1.00 to be paid to the campaign fund of the party of your choice. If a joint return, your spouse may also designate $1.00. This will not reduce your refund or increase the amount of tax you must pay. Check the box of the political party of your choice.

If you do not want to make a political contribution, check the box showing no contribution.

Nonresident aliens cannot contribute to the election campaign fund and should not complete this section.

LINE 4 FEDERAL RETURN

Check the box indicating the type of Federal return filed. If you check form 1040, **you must attach a complete copy of your Federal return.**

If you check form 1040A, you do not need to furnish a copy **unless requested by an auditor to verify your figures.**

YOUR RETURN CANNOT BE PROCESSED WITHOUT THE COMPLETE 1040 INCLUDING ALL FORMS AND SCHEDULES.

LINE 5 FEDERAL ADJUSTED GROSS INCOME

Enter the amount of Federal adjusted gross income found on line 31 of your Federal form 1040 or line 10 of your Federal form 1040A.

LINE 6 UTAH INCOME TAX

Enter the amount determined from the tax table.

LINE 7 CREDIT FOR UTAH INCOME TAX WITHHELD

Enter the total amount of Utah state income tax withheld shown on all of your W-2 or TC-99 forms or from any other withholding forms.

You must attach your withholding forms in order to receive credit for the Utah withholding claimed.

LINE 8 CREDIT FOR INCOME TAXES PAID TO ANOTHER STATE

As a Utah resident, you must report all of your income regardless of where it is earned.

If you are taxed by another state, the District of Columbia, or a possession of the United States, you are entitled to a credit against your Utah income tax.

Complete Schedule A above to compute your credit.

You must attach a signed copy of all other state income tax returns for which credit is claimed.

LINE 9 CREDIT FOR AGRICULTURAL OFF-HIGHWAY GAS AND GASOHOL TAX

The credit is allowed for a person who purchases gasoline or gasohol during 1981 which is used solely for non-highway agricultural uses.

The credit allowed (per gallon) is:

Purchases made:	Gasoline	Gasohol
Jan. 1 to June 30	9¢	4¢
July 1 to Dec. 31	11¢	6¢

(For additional instructions see the instruction for line 22 on the resident long form — page 5.)

LINE 10 CREDIT FOR UTAH INCOME TAX PREPAID

Prepayments to be entered on line 10 include:
(a) The amount paid on a declaration of estimated tax (Form TC-636).
(b) The amount paid with an application for extension of time (Form TC-546)
(c) The amount paid on prepayment Form TC-636A.

You must attach a copy of your extension/prepayment form or acknowledgement letter to the front of your income tax return.

LINE 11 CREDIT FOR ENERGY SYSTEMS INSTALLATION

To qualify for the energy credit, you must have installed an active or passive solar system, a wind system, or a hydroenergy system since July 1, 1977.

Insulation, storm windows, storm doors and other energy savings devices DO NOT QUALIFY for the credit.

The credit for residential units is 10% of the cost of the energy system, but the credit cannot exceed $1,000.00. The credit for commercial units is 10% of the cost of the system, but the credit cannot exceed $3,000.00.

You must attach a copy of form TC-40E "Utah Energy tax credit for energy systems installation" showing the computation of your credit, and a certification from the Utah Energy Office certifying that the system has been installed and is a viable system for saving energy.

You can obtain form TC-40E and a systems certification form from the Utah Energy Office, 3226 State Office Bldg., Salt Lake City, Utah 84114. (Telephone 533-5424). You can also obtain form TC-40E from any Tax Commission office. For additional information see the instructions on form TC-40E.

LINE 12 TOTAL CREDITS

Add the credits on lines 7 thru 11 and show the total on line 12.

LINE 13 TAX DUE

If the Utah income tax shown on line 6 is larger than the total credits on line 12, enter the balance of tax due. Do not pay tax due if it is under $1.00.

LINE 14 REFUND

If the total credits on line 12 are larger than the Utah income tax computed on line 6, enter the amount of refund on line 14.

LINE 15 UTAH NONGAME WILDLIFE FUND

Do something wild! You may contribute $1, $5, $10 or other amount of your tax refund directly to a program for wildlife which has been virtually neglected. Your contribution will benefit 87% of the wildlife in the state. These 625 species currently receive less than 3% of the total budget of the Utah Division of Wildlife Resources which is responsible for all wildlife in Utah.

Your contribution this year is tax deductible next year if you itemize deductions. Check a box for nongame wildlife.

LINE 16 NET REFUND

Subtract line 15 from 14. This is the amount to be refunded to you. No refund will be paid if less than $1.00.

Allow at least **60 days** for your refund to be processed.

LINE 17 PRIOR YEAR RETURNS

Check the appropriate answer to the question on line 17.

If you did not file a 1980 return, give a reason or attach an explanation to your return.

SIGNATURE

You must sign the return. If the return is a joint return, both husband and wife must sign.

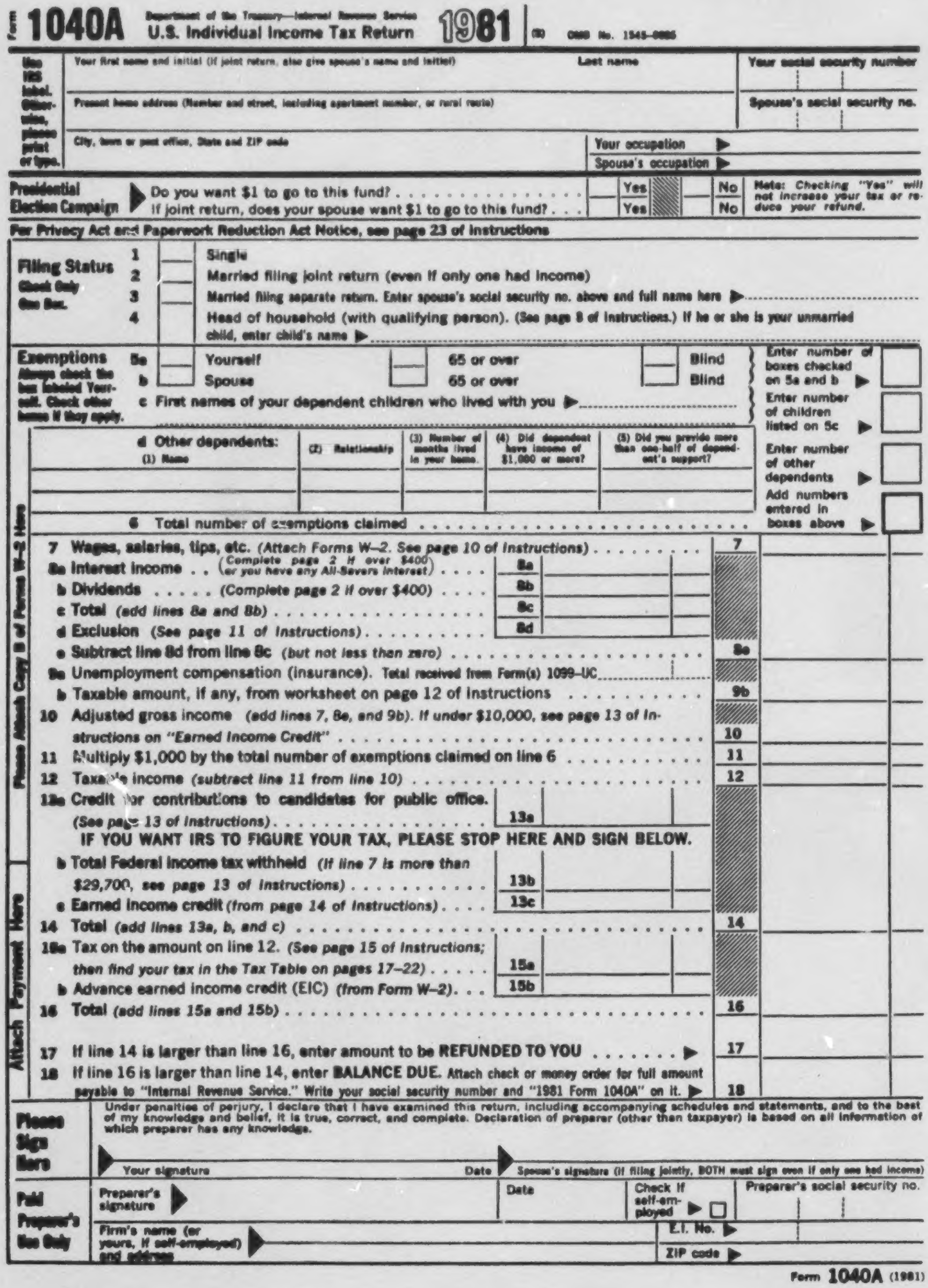
If the return was prepared by other than the taxpayer, the preparer must also sign the return in the proper space.

ENVELOPE

Please use the envelope provided in this packet to mail your return. Use the checklist on the back of the envelope to insure a complete and proper filing.

If your return shows a refund due, please check the box on the front of the envelope. This will help reduce the amount of time needed to process your return.

Strategy 3g: Form 1040A U.S. Individual Income Tax Return



Form **1040A** Department of the Treasury—Internal Revenue Service
U.S. Individual Income Tax Return **1981** OMB No. 1545-0085

Use IRS label. Otherwise, please print or type.

Your first name and initial (if joint return, also give spouse's name and initial) | Last name | Your social security number

Present home address (Number and street, including apartment number, or rural route) | Spouse's social security no.

City, town or post office, State and ZIP code | Your occupation ▶ | Spouse's occupation ▶

Presidential Election Campaign ▶ Do you want $1 to go to this fund? . . . . . . ☐ Yes ☐ No
If joint return, does your spouse want $1 to go to this fund? . . . ☐ Yes ☐ No
Note: *Checking "Yes" will not increase your tax or reduce your refund.*

For Privacy Act and Paperwork Reduction Act Notice, see page 23 of Instructions

Filing Status
Check Only One Box.
1 ☐ Single
2 ☐ Married filing joint return (even if only one had income)
3 ☐ Married filing separate return. Enter spouse's social security no. above and full name here ▶ ....
4 ☐ Head of household (with qualifying person). (See page 8 of Instructions.) If he or she is your unmarried child, enter child's name ▶ ....

Exemptions
Always check the box labeled Yourself. Check other boxes if they apply.
5a ☐ Yourself ☐ 65 or over ☐ Blind
b ☐ Spouse ☐ 65 or over ☐ Blind
Enter number of boxes checked on 5a and b ▶ ☐
c First names of your dependent children who lived with you ▶ ....
Enter number of children listed on 5c ▶ ☐

d Other dependents:

(1) Name	(2) Relationship	(3) Number of months lived in your home.	(4) Did dependent have income of $1,000 or more?	(5) Did you provide more than one-half of dependent's support?

Enter number of other dependents ▶ ☐

6 Total number of exemptions claimed . . . . . . Add numbers entered in boxes above ▶ ☐

Please Attach Copy B of Forms W-2 Here

7 **Wages, salaries, tips, etc.** *(Attach Forms W-2. See page 10 of Instructions)* 7
8a **Interest income** . . *(Complete page 2 if over $400 or you have any All-Savers interest)* 8a
b **Dividends** . . . . . *(Complete page 2 if over $400)* 8b
c **Total** *(add lines 8a and 8b)* 8c
d **Exclusion** *(See page 11 of Instructions)* 8d
e **Subtract line 8d from line 8c** *(but not less than zero)* 8e
9a Unemployment compensation (insurance). Total received from Form(s) 1099-UC
b Taxable amount, if any, from worksheet on page 12 of Instructions 9b
10 Adjusted gross income *(add lines 7, 8e, and 9b). If under $10,000, see page 13 of Instructions on "Earned Income Credit"* 10
11 Multiply $1,000 by the total number of exemptions claimed on line 6 11
12 Taxable income *(subtract line 11 from line 10)* 12
13a Credit for contributions to candidates for public office. *(See page 13 of Instructions)* 13a

IF YOU WANT IRS TO FIGURE YOUR TAX, PLEASE STOP HERE AND SIGN BELOW.

b **Total Federal income tax withheld** *(If line 7 is more than $29,700, see page 13 of Instructions)* 13b
c **Earned income credit** *(from page 14 of Instructions)* 13c
14 **Total** *(add lines 13a, b, and c)* 14
15a Tax on the amount on line 12. *(See page 15 of Instructions; then find your tax in the Tax Table on pages 17–22)* 15a
b Advance earned income credit (EIC) *(from Form W-2)*. . . 15b
16 **Total** *(add lines 15a and 15b)* 16

Attach Payment Here

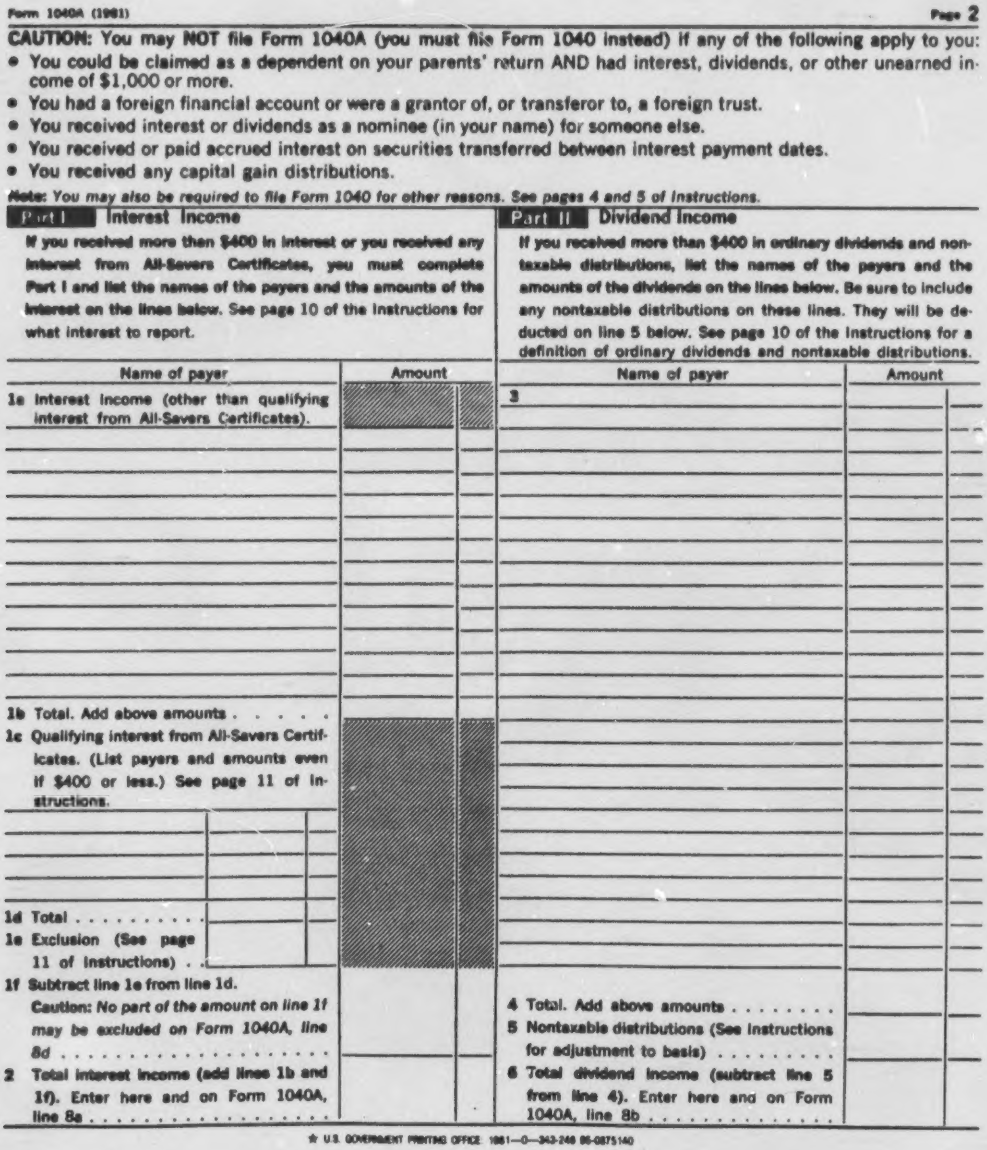
17 If line 14 is larger than line 16, enter amount to be **REFUNDED TO YOU** . . . . ▶ 17
18 If line 16 is larger than line 14, enter **BALANCE DUE.** Attach check or money order for full amount payable to "Internal Revenue Service." Write your social security number and "1981 Form 1040A" on it. ▶ 18

Please Sign Here
Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.
▶ Your signature | Date | ▶ Spouse's signature (If filing jointly, BOTH must sign even if only one had income)

Paid Preparer's Use Only
Preparer's signature ▶ | Date | Check if self-employed ▶ ☐ | Preparer's social security no.
Firm's name (or yours, if self-employed) and address ▶ | E.I. No. ▶ | ZIP code ▶

Form **1040A** (1981)

Strategy 3g: Form 1040A U.S. Individual Income Tax Return - Continued



Form 1040A (1981) Page 2

CAUTION: You may **NOT** file Form 1040A (you must file Form 1040 instead) if any of the following apply to you:

- You could be claimed as a dependent on your parents' return AND had interest, dividends, or other unearned income of $1,000 or more.
- You had a foreign financial account or were a grantor of, or transferor to, a foreign trust.
- You received interest or dividends as a nominee (in your name) for someone else.
- You received or paid accrued interest on securities transferred between interest payment dates.
- You received any capital gain distributions.

***Note:** You may also be required to file Form 1040 for other reasons. See pages 4 and 5 of Instructions.*

Part I Interest Income

If you received more than $400 in interest or you received any interest from All-Savers Certificates, you must complete Part I and list the names of the payers and the amounts of the interest on the lines below. See page 10 of the Instructions for what interest to report.

Name of payer	Amount
1a Interest income (other than qualifying interest from All-Savers Certificates).	▨
1b Total. Add above amounts	
1c Qualifying interest from All-Savers Certificates. (List payers and amounts even if $400 or less.) See page 11 of Instructions.	▨
1d Total	▨
1e Exclusion (See page 11 of Instructions) . .	▨
1f Subtract line 1e from line 1d. **Caution:** *No part of the amount on line 1f may be excluded on Form 1040A, line 8d*	
2 **Total interest income (add lines 1b and 1f).** Enter here and on Form 1040A, line 8a	

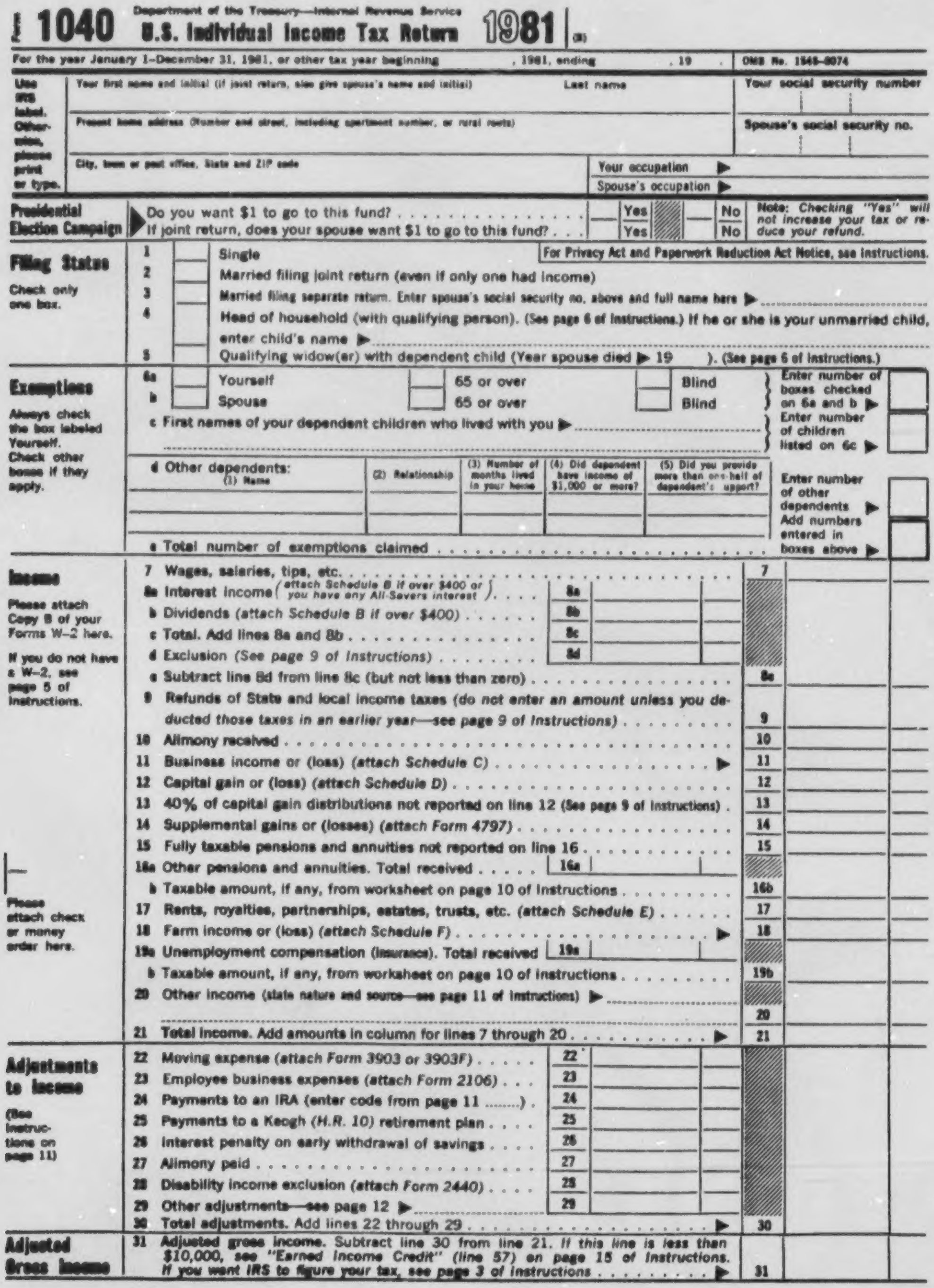
Part II Dividend Income

If you received more than $400 in ordinary dividends and nontaxable distributions, list the names of the payers and the amounts of the dividends on the lines below. Be sure to include any nontaxable distributions on these lines. They will be deducted on line 5 below. See page 10 of the Instructions for a definition of ordinary dividends and nontaxable distributions.

Name of payer	Amount
3	
4 Total. Add above amounts	
5 Nontaxable distributions (See Instructions for adjustment to basis)	
6 **Total dividend income (subtract line 5 from line 4).** Enter here and on Form 1040A, line 8b	

★ U.S. GOVERNMENT PRINTING OFFICE: 1981—0—343-246 86-0875140

Strategy 3h: Form 1040 U.S. Individual Income Tax Return



Form **1040** Department of the Treasury—Internal Revenue Service
U.S. Individual Income Tax Return **1981** (0)

For the year January 1–December 31, 1981, or other tax year beginning , 1981, ending , 19 . OMB No. 1545-0074

Use IRS label. Otherwise, please print or type.

Your first name and initial (if joint return, also give spouse's name and initial) Last name

Your social security number

Present home address (Number and street, including apartment number, or rural route)

Spouse's social security no.

City, town or post office, State and ZIP code

Your occupation ▶

Spouse's occupation ▶

Presidential Election Campaign ▶ Do you want $1 to go to this fund? . . . . ☐ Yes ☐ No
If joint return, does your spouse want $1 to go to this fund? . . . ☐ Yes ☐ No
Note: Checking "Yes" will not increase your tax or reduce your refund.

For Privacy Act and Paperwork Reduction Act Notice, see Instructions.

Filing Status
Check only one box.

1 ☐ Single
2 ☐ Married filing joint return (even if only one had income)
3 ☐ Married filing separate return. Enter spouse's social security no. above and full name here ▶ ....
4 ☐ Head of household (with qualifying person). (See page 6 of Instructions.) If he or she is your unmarried child, enter child's name ▶ ....
5 ☐ Qualifying widow(er) with dependent child (Year spouse died ▶ 19). (See page 6 of Instructions.)

Exemptions
Always check the box labeled Yourself. Check other boxes if they apply.

6a ☐ Yourself ☐ 65 or over ☐ Blind
b ☐ Spouse ☐ 65 or over ☐ Blind
Enter number of boxes checked on 6a and b ▶ ☐

c First names of your dependent children who lived with you ▶ ....
Enter number of children listed on 6c ▶ ☐

d Other dependents:

(1) Name	(2) Relationship	(3) Number of months lived in your home	(4) Did dependent have income of $1,000 or more?	(5) Did you provide more than one-half of dependent's support?

Enter number of other dependents ▶ ☐

e Total number of exemptions claimed . . . .
Add numbers entered in boxes above ▶ ☐

Income
Please attach Copy B of your Forms W-2 here.
If you do not have a W-2, see page 5 of Instructions.
Please attach check or money order here.

7 Wages, salaries, tips, etc.		7	
8a Interest income (*attach Schedule B if over $400 or you have any All-Savers interest*)	8a		
b Dividends (*attach Schedule B if over $400*)	8b		
c Total. Add lines 8a and 8b	8c		
d Exclusion (*See page 9 of Instructions*)	8d		
e Subtract line 8d from line 8c (but not less than zero)		8e	
9 Refunds of State and local income taxes (*do not enter an amount unless you deducted those taxes in an earlier year—see page 9 of Instructions*)		9	
10 Alimony received		10	
11 Business income or (loss) (*attach Schedule C*) . . . . ▶		11	
12 Capital gain or (loss) (*attach Schedule D*)		12	
13 40% of capital gain distributions not reported on line 12 (See page 9 of Instructions) .		13	
14 Supplemental gains or (losses) (*attach Form 4797*)		14	
15 Fully taxable pensions and annuities not reported on line 16		15	
16a Other pensions and annuities. Total received	16a		
b Taxable amount, if any, from worksheet on page 10 of Instructions		16b	
17 Rents, royalties, partnerships, estates, trusts, etc. (*attach Schedule E*)		17	
18 Farm income or (loss) (*attach Schedule F*) . . . . ▶		18	
19a Unemployment compensation (insurance). Total received	19a		
b Taxable amount, if any, from worksheet on page 10 of instructions		19b	
20 Other income (state nature and source—see page 11 of Instructions) ▶		20	
21 **Total income.** Add amounts in column for lines 7 through 20 . . . . ▶		21	

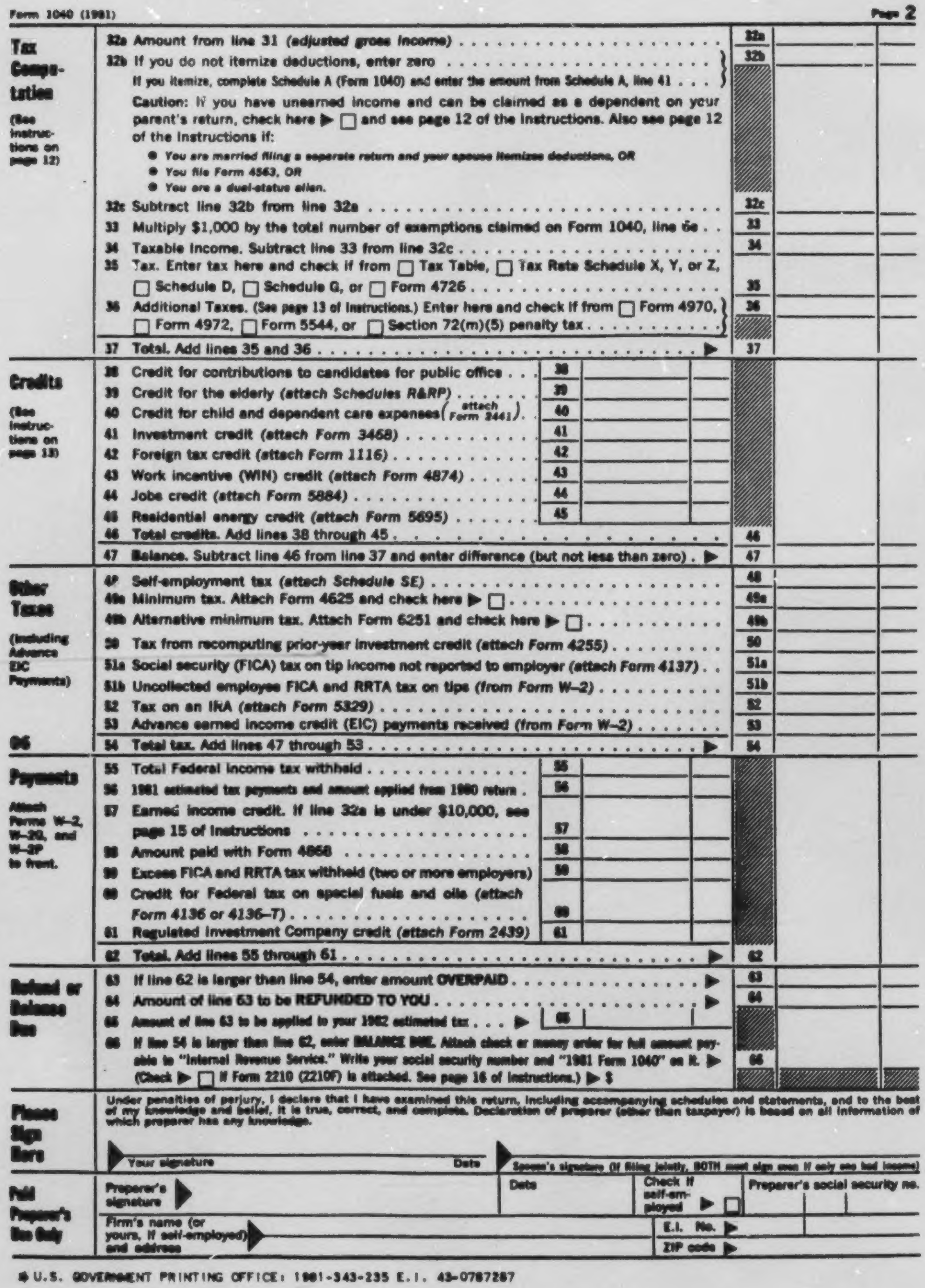
Adjustments to Income
(See Instructions on page 11)

22 Moving expense (*attach Form 3903 or 3903F*)	22		
23 Employee business expenses (*attach Form 2106*) . . .	23		
24 Payments to an IRA (enter code from page 11 ....) .	24		
25 Payments to a Keogh (*H.R. 10*) retirement plan	25		
26 Interest penalty on early withdrawal of savings	26		
27 Alimony paid	27		
28 Disability income exclusion (*attach Form 2440*)	28		
29 Other adjustments—see page 12 ▶	29		
30 **Total adjustments.** Add lines 22 through 29 . . . . ▶		30	

Adjusted Gross Income

31 **Adjusted gross income.** Subtract line 30 from line 21. *If this line is less than $10,000, see "Earned Income Credit" (line 57) on page 15 of Instructions. If you want IRS to figure your tax, see page 3 of Instructions* . . . . ▶	31	

Strategy 3h: Form 1040 U.S. Individual Income Tax Return - Continued



Form 1040 (1981) Page 2

Tax Computation (See Instructions on page 12)

32a Amount from line 31 *(adjusted gross income)* 32a

32b If you do not itemize deductions, enter zero 32b
If you itemize, complete Schedule A (Form 1040) and enter the amount from Schedule A, line 41 . . .

Caution: If you have unearned income and can be claimed as a dependent on your parent's return, check here ▶ ☐ and see page 12 of the Instructions. Also see page 12 of the Instructions if:

- *You are married filing a separate return and your spouse itemizes deductions, OR*
- *You file Form 4563, OR*
- *You are a dual-status alien.*

32c Subtract line 32b from line 32a 32c

33 Multiply $1,000 by the total number of exemptions claimed on Form 1040, line 6e . . 33

34 Taxable Income. Subtract line 33 from line 32c 34

35 Tax. Enter tax here and check if from ☐ Tax Table, ☐ Tax Rate Schedule X, Y, or Z, ☐ Schedule D, ☐ Schedule G, or ☐ Form 4726 35

36 Additional Taxes. (See page 13 of Instructions.) Enter here and check if from ☐ Form 4970, ☐ Form 4972, ☐ Form 5544, or ☐ Section 72(m)(5) penalty tax 36

37 Total. Add lines 35 and 36 . . . . . . ▶ 37

Credits (See Instructions on page 13)

38 Credit for contributions to candidates for public office . . . 38

39 Credit for the elderly *(attach Schedules R&RP)* 39

40 Credit for child and dependent care expenses *(attach Form 2441)*. . 40

41 Investment credit *(attach Form 3468)* 41

42 Foreign tax credit *(attach Form 1116)* 42

43 Work incentive (WIN) credit *(attach Form 4874)* 43

44 Jobs credit *(attach Form 5884)* 44

45 Residential energy credit *(attach Form 5695)* 45

46 Total credits. Add lines 38 through 45 46

47 Balance. Subtract line 46 from line 37 and enter difference (but not less than zero) . ▶ 47

Other Taxes (Including Advance EIC Payments)

48 Self-employment tax *(attach Schedule SE)* 48

49a Minimum tax. Attach Form 4625 and check here ▶ ☐ 49a

49b Alternative minimum tax. Attach Form 6251 and check here ▶ ☐ 49b

50 Tax from recomputing prior-year investment credit *(attach Form 4255)* 50

51a Social security (FICA) tax on tip income not reported to employer *(attach Form 4137)* . . 51a

51b Uncollected employee FICA and RRTA tax on tips *(from Form W–2)* 51b

52 Tax on an IRA *(attach Form 5329)* 52

53 Advance earned income credit (EIC) payments received *(from Form W–2)* 53

06

54 Total tax. Add lines 47 through 53 . . . . . . ▶ 54

Payments Attach Forms W–2, W–2G, and W–2P to front.

55 Total Federal income tax withheld 55

56 1981 estimated tax payments and amount applied from 1980 return . 56

57 Earned income credit. If line 32a is under $10,000, see page 15 of Instructions 57

58 Amount paid with Form 4868 58

59 Excess FICA and RRTA tax withheld (two or more employers) 59

60 Credit for Federal tax on special fuels and oils *(attach Form 4136 or 4136–T)* 60

61 Regulated Investment Company credit *(attach Form 2439)* 61

62 Total. Add lines 55 through 61 . . . . . . ▶ 62

Refund or Balance Due

63 If line 62 is larger than line 54, enter amount OVERPAID . . . . . . ▶ 63

64 Amount of line 63 to be REFUNDED TO YOU . . . . . . ▶ 64

65 Amount of line 63 to be applied to your 1982 estimated tax . . . ▶ 65

66 If line 54 is larger than line 62, enter BALANCE DUE. Attach check or money order for full amount payable to "Internal Revenue Service." Write your social security number and "1981 Form 1040" on it. ▶ 66
(Check ▶ ☐ if Form 2210 (2210F) is attached. See page 16 of Instructions.) ▶ $

Please Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

▶ Your signature Date

▶ Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

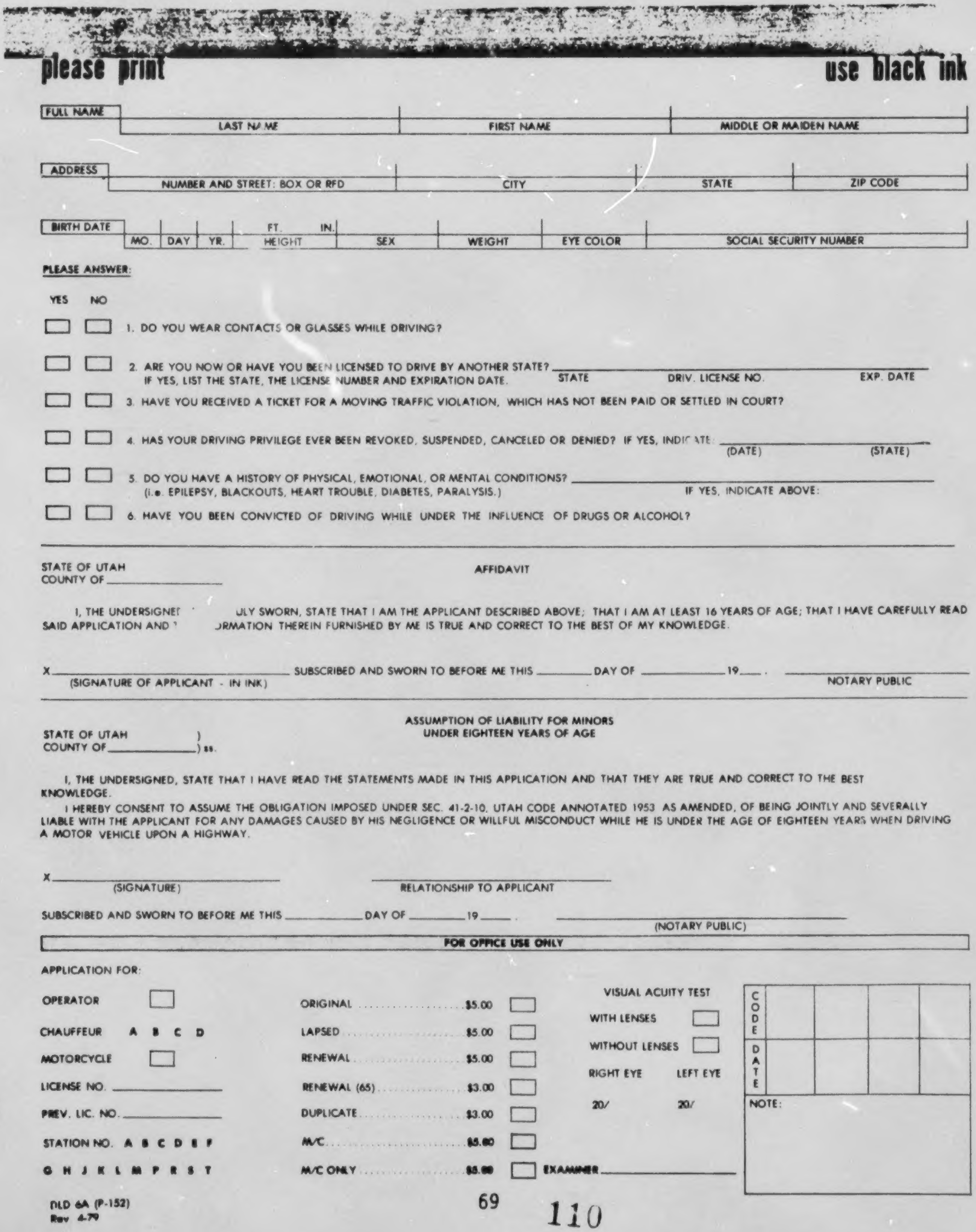
Paid Preparer's Use Only

Preparer's signature ▶ | Date | Check if self-employed ▶ ☐ | Preparer's social security no.

Firm's name (or yours, if self-employed) and address ▶ | E.I. No. ▶ | ZIP code ▶

☆ U.S. GOVERNMENT PRINTING OFFICE: 1981-343-235 E.I. 43-0787287

Strategy 3i: Application for Drivers License



please print **use black ink**

FULL NAME ______ LAST NAME ______ FIRST NAME ______ MIDDLE OR MAIDEN NAME

ADDRESS ______ NUMBER AND STREET: BOX OR RFD ______ CITY ______ STATE ______ ZIP CODE

BIRTH DATE ______ MO. ______ DAY ______ YR. ______ FT. IN. HEIGHT ______ SEX ______ WEIGHT ______ EYE COLOR ______ SOCIAL SECURITY NUMBER

PLEASE ANSWER:

YES	NO	
☐	☐	1. DO YOU WEAR CONTACTS OR GLASSES WHILE DRIVING?
☐	☐	2. ARE YOU NOW OR HAVE YOU BEEN LICENSED TO DRIVE BY ANOTHER STATE? ______ STATE ______ DRIV. LICENSE NO. ______ EXP. DATE IF YES, LIST THE STATE, THE LICENSE NUMBER AND EXPIRATION DATE.
☐	☐	3. HAVE YOU RECEIVED A TICKET FOR A MOVING TRAFFIC VIOLATION, WHICH HAS NOT BEEN PAID OR SETTLED IN COURT?
☐	☐	4. HAS YOUR DRIVING PRIVILEGE EVER BEEN REVOKED, SUSPENDED, CANCELED OR DENIED? IF YES, INDICATE: ______ (DATE) ______ (STATE)
☐	☐	5. DO YOU HAVE A HISTORY OF PHYSICAL, EMOTIONAL, OR MENTAL CONDITIONS? ______ (i.e. EPILEPSY, BLACKOUTS, HEART TROUBLE, DIABETES, PARALYSIS.) IF YES, INDICATE ABOVE:
☐	☐	6. HAVE YOU BEEN CONVICTED OF DRIVING WHILE UNDER THE INFLUENCE OF DRUGS OR ALCOHOL?

STATE OF UTAH
COUNTY OF ______

AFFIDAVIT

I, THE UNDERSIGNE ULY SWORN, STATE THAT I AM THE APPLICANT DESCRIBED ABOVE; THAT I AM AT LEAST 16 YEARS OF AGE; THAT I HAVE CAREFULLY READ SAID APPLICATION AND RMATION THEREIN FURNISHED BY ME IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

X ______ (SIGNATURE OF APPLICANT - IN INK) SUBSCRIBED AND SWORN TO BEFORE ME THIS ______ DAY OF ______ 19___. ______ NOTARY PUBLIC

STATE OF UTAH)
COUNTY OF ______) ss.

ASSUMPTION OF LIABILITY FOR MINORS UNDER EIGHTEEN YEARS OF AGE

I, THE UNDERSIGNED, STATE THAT I HAVE READ THE STATEMENTS MADE IN THIS APPLICATION AND THAT THEY ARE TRUE AND CORRECT TO THE BEST KNOWLEDGE.

I HEREBY CONSENT TO ASSUME THE OBLIGATION IMPOSED UNDER SEC. 41-2-10, UTAH CODE ANNOTATED 1953 AS AMENDED, OF BEING JOINTLY AND SEVERALLY LIABLE WITH THE APPLICANT FOR ANY DAMAGES CAUSED BY HIS NEGLIGENCE OR WILLFUL MISCONDUCT WHILE HE IS UNDER THE AGE OF EIGHTEEN YEARS WHEN DRIVING A MOTOR VEHICLE UPON A HIGHWAY.

X ______ (SIGNATURE) ______ RELATIONSHIP TO APPLICANT

SUBSCRIBED AND SWORN TO BEFORE ME THIS ______ DAY OF ______ 19___. ______ (NOTARY PUBLIC)

FOR OFFICE USE ONLY

APPLICATION FOR:

OPERATOR ☐
CHAUFFEUR A B C D
MOTORCYCLE ☐
LICENSE NO. ______
PREV. LIC. NO. ______
STATION NO. A B C D E F
G H J K L M P R S T

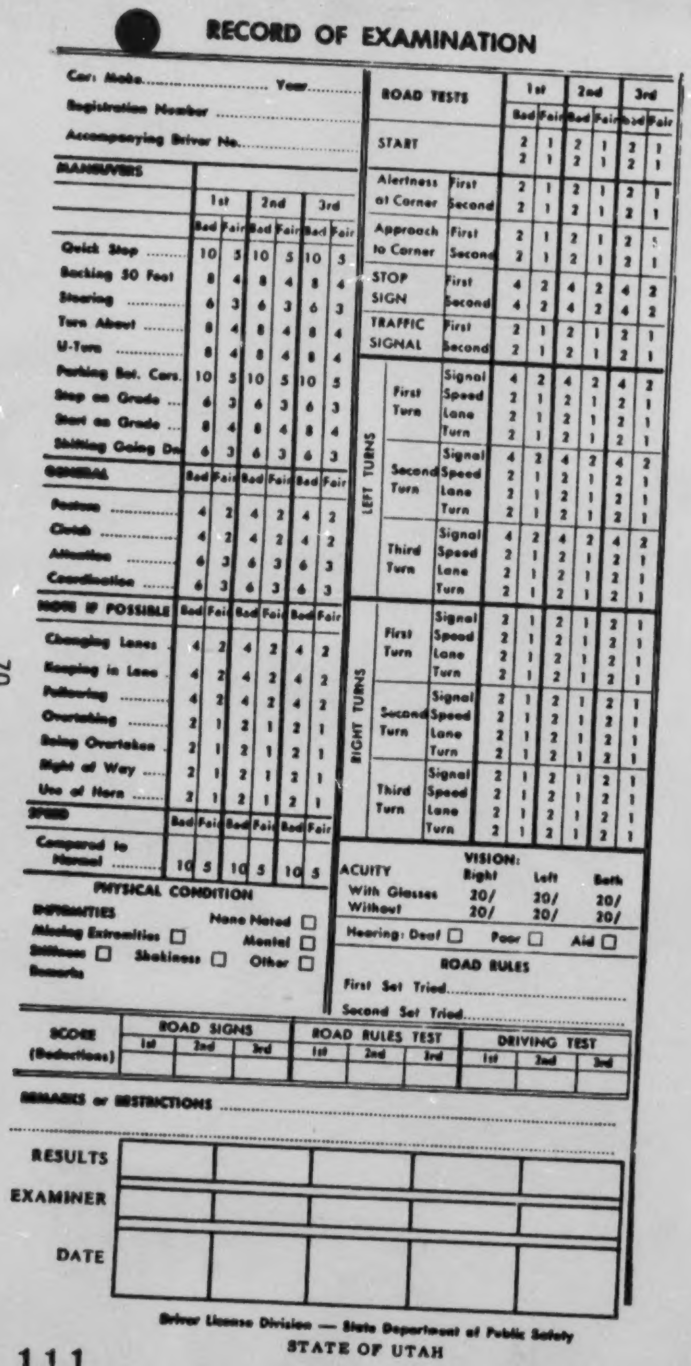
ORIGINAL .... $5.00 ☐
LAPSED .... $5.00 ☐
RENEWAL .... $5.00 ☐
RENEWAL (65) .... $3.00 ☐
DUPLICATE .... $3.00 ☐
M/C .... $5.00 ☐
M/C ONLY .... $5.00 ☐ EXAMINER ______

VISUAL ACUITY TEST
WITH LENSES ☐
WITHOUT LENSES ☐
RIGHT EYE 20/
LEFT EYE 20/

CODE				
DATE				
NOTE:				

DLD 6A (P-152)
Rev 4-79

Strategy 3i: Application for Drivers License - Continued



RECORD OF EXAMINATION

Car: Make................................ Year..........

Registration Number ....

Accompanying Driver No................................

MANEUVERS	1st		2nd		3rd	
	Bad	Fair	Bad	Fair	Bad	Fair
Quick Stop	10	5	10	5	10	5
Backing 50 Feet	8	4	8	4	8	4
Steering	6	3	6	3	6	3
Turn About	8	4	8	4	8	4
U-Turn	8	4	8	4	8	4
Parking Bet. Cars.	10	5	10	5	10	5
Stop on Grade ...	6	3	6	3	6	3
Start on Grade ...	8	4	8	4	8	4
Shifting Going Dn	6	3	6	3	6	3
GENERAL	Bad	Fair	Bad	Fair	Bad	Fair
Posture	4	2	4	2	4	2
Clutch	4	2	4	2	4	2
Attention	6	3	6	3	6	3
Coordination	6	3	6	3	6	3
NOTE IF POSSIBLE	Bad	Fair	Bad	Fair	Bad	Fair
Changing Lanes	4	2	4	2	4	2
Keeping in Lane	4	2	4	2	4	2
Following	4	2	4	2	4	2
Overtaking	2	1	2	1	2	1
Being Overtaken	2	1	2	1	2	1
Right of Way	2	1	2	1	2	1
Use of Horn	2	1	2	1	2	1
SPEED	Bad	Fair	Bad	Fair	Bad	Fair
Compared to Normal	10	5	10	5	10	5

ROAD TESTS			1st		2nd		3rd	
			Bad	Fair	Bad	Fair	Bad	Fair
START			2 2	1 1	2 2	1 1	2 2	1 1
Alertness at Corner		First Second	2 2	1 1	2 2	1 1	2 2	1 1
Approach to Corner		First Second	2 2	1 1	2 2	1 1	2 2	1 1
STOP SIGN		First Second	4 4	2 2	4 4	2 2	4 4	2 2
TRAFFIC SIGNAL		First Second	2 2	1 1	2 2	1 1	2 2	1 1
LEFT TURNS	First Turn	Signal Speed Lane Turn	4 2 2 2	2 1 1 1	4 2 2 2	2 1 1 1	4 2 2 2	2 1 1 1
	Second Turn	Signal Speed Lane Turn	4 2 2 2	2 1 1 1	4 2 2 2	2 1 1 1	4 2 2 2	2 1 1 1
	Third Turn	Signal Speed Lane Turn	4 2 2 2	2 1 1 1	4 2 2 2	2 1 1 1	4 2 2 2	2 1 1 1
RIGHT TURNS	First Turn	Signal Speed Lane Turn	2 2 2 2	1 1 1 1	2 2 2 2	1 1 1 1	2 2 2 2	1 1 1 1
	Second Turn	Signal Speed Lane Turn	2 2 2 2	1 1 1 1	2 2 2 2	1 1 1 1	2 2 2 2	1 1 1 1
	Third Turn	Signal Speed Lane Turn	2 2 2 2	1 1 1 1	2 2 2 2	1 1 1 1	2 2 2 2	1 1 1 1

ACUITY	VISION: Right	Left	Both
With Glasses	20/	20/	20/
Without	20/	20/	20/

Hearing: Deaf ☐ Poor ☐ Aid ☐

PHYSICAL CONDITION

INFIRMITIES None Noted ☐

Missing Extremities ☐ Mental ☐

Stiffness ☐ Shakiness ☐ Other ☐

Remarks

ROAD RULES

First Set Tried..

Second Set Tried...

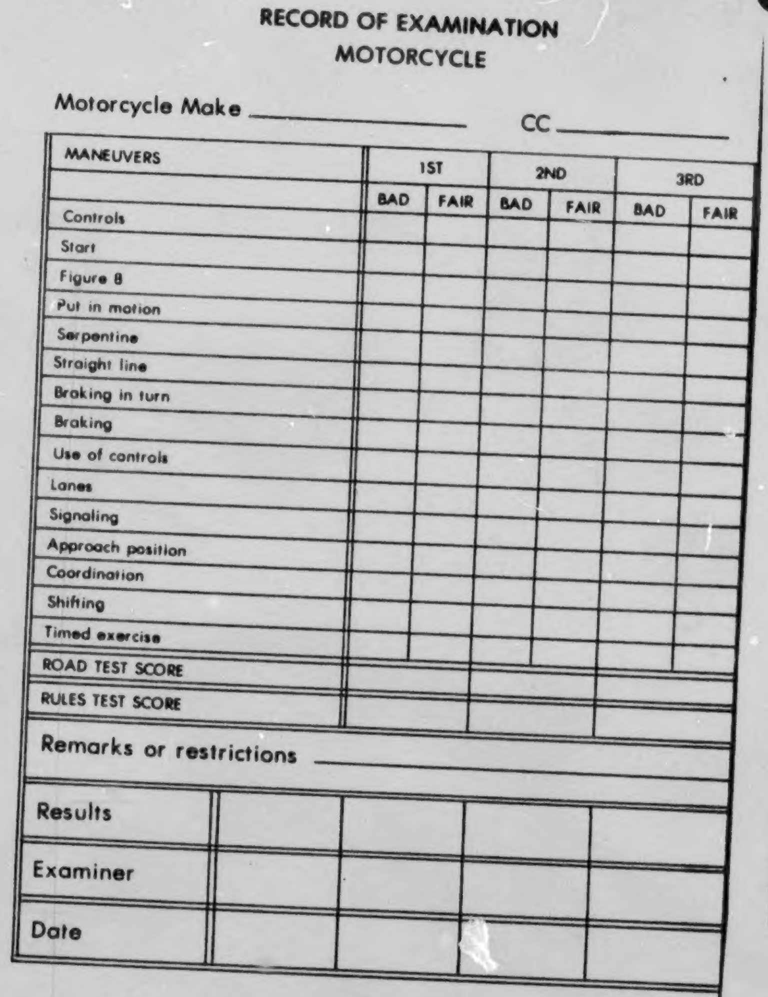
SCORE (Deductions)	ROAD SIGNS			ROAD RULES TEST			DRIVING TEST		
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd

REMARKS or RESTRICTIONS ....

....

RESULTS					
EXAMINER					
DATE					

Driver License Division — State Department of Public Safety
STATE OF UTAH



RECORD OF EXAMINATION
MOTORCYCLE

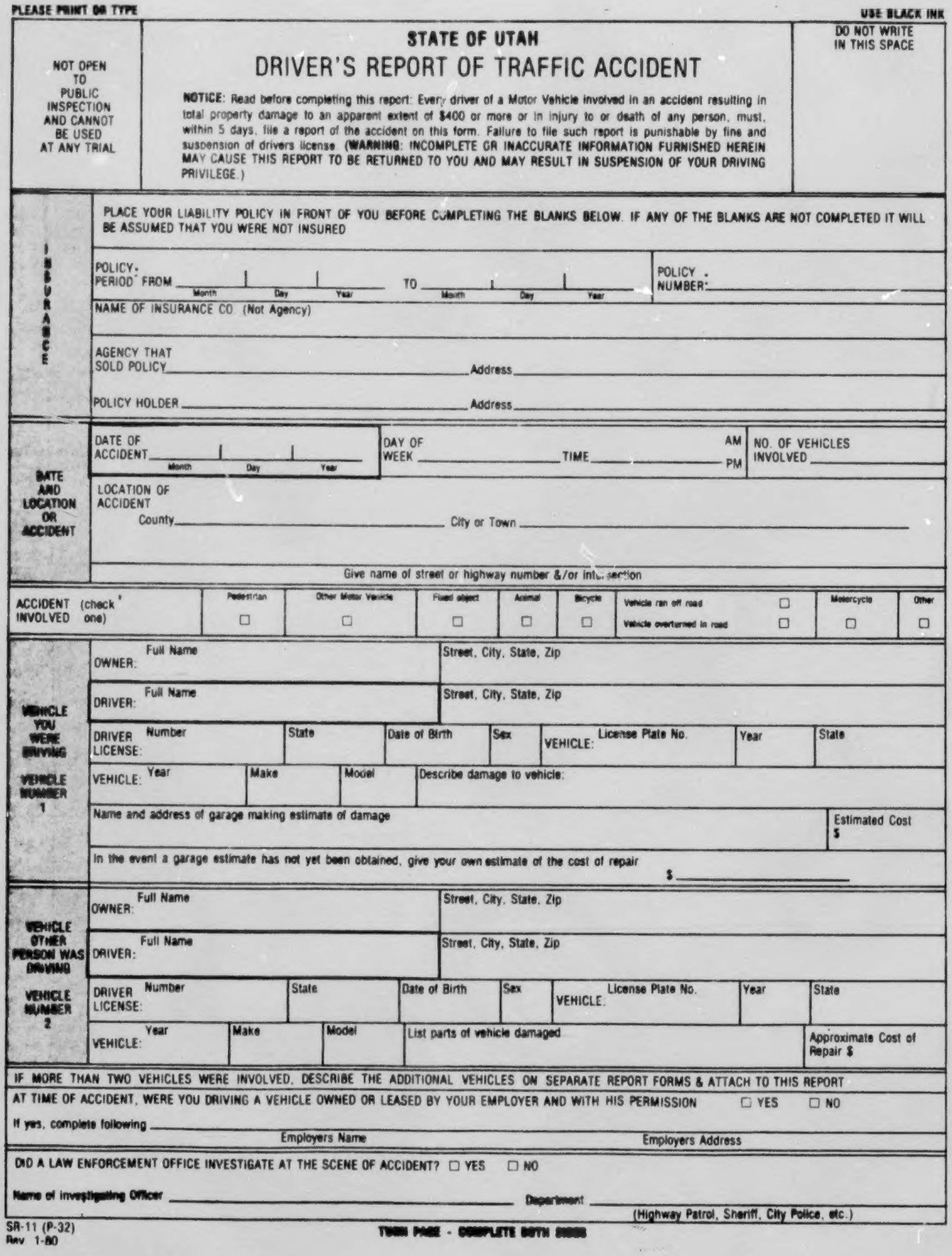
Motorcycle Make ______________ CC ______________

MANEUVERS	1ST		2ND		3RD	
	BAD	FAIR	BAD	FAIR	BAD	FAIR
Controls						
Start						
Figure 8						
Put in motion						
Serpentine						
Straight line						
Braking in turn						
Braking						
Use of controls						
Lanes						
Signaling						
Approach position						
Coordination						
Shifting						
Timed exercise						
ROAD TEST SCORE						
RULES TEST SCORE						

Remarks or restrictions ______________

Results				
Examiner				
Date				

Strategy 3j: Driver's Report of Traffic Accident



PLEASE PRINT OR TYPE **USE BLACK INK**

NOT OPEN TO PUBLIC INSPECTION AND CANNOT BE USED AT ANY TRIAL

STATE OF UTAH

DRIVER'S REPORT OF TRAFFIC ACCIDENT

DO NOT WRITE IN THIS SPACE

NOTICE: Read before completing this report: Every driver of a Motor Vehicle involved in an accident resulting in total property damage to an apparent extent of $400 or more or in injury to or death of any person, must, within 5 days, file a report of the accident on this form. Failure to file such report is punishable by fine and suspension of drivers license. (**WARNING**: INCOMPLETE OR INACCURATE INFORMATION FURNISHED HEREIN MAY CAUSE THIS REPORT TO BE RETURNED TO YOU AND MAY RESULT IN SUSPENSION OF YOUR DRIVING PRIVILEGE.)

INSURANCE

PLACE YOUR LIABILITY POLICY IN FRONT OF YOU BEFORE COMPLETING THE BLANKS BELOW. IF ANY OF THE BLANKS ARE NOT COMPLETED IT WILL BE ASSUMED THAT YOU WERE NOT INSURED

POLICY PERIOD FROM ____ Month | Day | Year TO ____ Month | Day | Year

POLICY NUMBER ____

NAME OF INSURANCE CO. (Not Agency)

AGENCY THAT SOLD POLICY ____ Address ____

POLICY HOLDER ____ Address ____

DATE AND LOCATION OR ACCIDENT

DATE OF ACCIDENT ____ Month | Day | Year

DAY OF WEEK ____ TIME ____ AM PM

NO. OF VEHICLES INVOLVED ____

LOCATION OF ACCIDENT

County ____ City or Town ____

Give name of street or highway number &/or intersection

ACCIDENT INVOLVED (check one)

	Pedestrian	Other Motor Vehicle	Fixed object	Animal	Bicycle	Vehicle ran off road ☐ Vehicle overturned in road ☐	Motorcycle	Other
	☐	☐	☐	☐	☐		☐	☐

VEHICLE YOU WERE DRIVING

VEHICLE NUMBER 1

OWNER: Full Name | Street, City, State, Zip

DRIVER: Full Name | Street, City, State, Zip

DRIVER LICENSE: Number | State | Date of Birth | Sex | VEHICLE: License Plate No. | Year | State

VEHICLE: Year | Make | Model | Describe damage to vehicle:

Name and address of garage making estimate of damage | Estimated Cost $

In the event a garage estimate has not yet been obtained, give your own estimate of the cost of repair $ ____

VEHICLE OTHER PERSON WAS DRIVING

VEHICLE NUMBER 2

OWNER: Full Name | Street, City, State, Zip

DRIVER: Full Name | Street, City, State, Zip

DRIVER LICENSE: Number | State | Date of Birth | Sex | VEHICLE. License Plate No. | Year | State

VEHICLE: Year | Make | Model | List parts of vehicle damaged | Approximate Cost of Repair $

IF MORE THAN TWO VEHICLES WERE INVOLVED, DESCRIBE THE ADDITIONAL VEHICLES ON SEPARATE REPORT FORMS & ATTACH TO THIS REPORT

AT TIME OF ACCIDENT, WERE YOU DRIVING A VEHICLE OWNED OR LEASED BY YOUR EMPLOYER AND WITH HIS PERMISSION ☐ YES ☐ NO

If yes, complete following ____ Employers Name ____ Employers Address

DID A LAW ENFORCEMENT OFFICE INVESTIGATE AT THE SCENE OF ACCIDENT? ☐ YES ☐ NO

Name of investigating Officer ____ **Department** ____ (Highway Patrol, Sheriff, City Police, etc.)

SR-11 (P-32)
Rev 1-80

TURN PAGE - COMPLETE BOTH SIDES

Strategy 3j: Driver's Report of Traffic Accident - Continued

DAMAGE TO PROPERTY OTHER THAN VEHICLES ______________________ Approximate cost to repair $__________
Name object and state nature of damage
Name and address of owner of object struck ______________________

I N J U R E D

Name ______________ Age ______ ☐ Male ☐ Female
Address ______________ ☐ Driver ☐ Passenger ☐ Pedestrian In vehicle No. ______
Nature and extent of injuries ______________________

MARK FIRST ONE THAT APPLIES

1.	2.	3.	4.
Killed	Visible signs of injury, as bleeding wound or distorted member, or had to be carried from scene	Other visible injury, as bruises, abrasions, swelling, limping, etc.	No visible injury but complaint of pain or momentary unconsciousness
☐	☐	☐	☐

Name ______________ Age ______ ☐ Male ☐ Female
Address ______________ ☐ Driver ☐ Passenger ☐ Pedestrian In vehicle No. ______
Nature and extent of injuries ______________________

MARK FIRST ONE THAT APPLIES

1.	2.	3.	4.
Killed	Visible signs of injury, as bleeding wound or distorted member, or had to be carried from scene	Other visible injury, as bruises, abrasions, swelling, limping, etc.	No visible injury but complaint of pain or momentary unconsciousness
☐	☐	☐	☐

Name ______________ Age ______ ☐ Male ☐ Female
Address ______________ ☐ Driver ☐ Passenger ☐ Pedestrian In vehicle No. ______
Nature and extent of injuries ______________________

MARK FIRST ONE THAT APPLIES

1.	2.	3.	4.
Killed	Visible signs of injury, as bleeding wound or distorted member, or had to be carried from scene	Other visible injury, as bruises, abrasions, swelling, limping, etc.	No visible injury but complaint of pain or momentary unconsciousness
☐	☐	☐	☐

DESCRIBE WHAT HAPPENED
REFER TO VEHICLES BY NUMBER
EXPLAIN WHAT CAUSED ACCIDENT ______________________

I CERTIFY THAT THE STATEMENTS ON BOTH SIDES OF THIS REPORT ARE TRUE TO THE BEST OF MY KNOWLEDGE AND BELIEF.

SIGN HERE → ______________________
SIGNATURE OF PERSON MAKING REPORT IS REQUIRED ADDRESS DATE OF REPORT

FALSIFYING REPORT - PENALTY. State law provides that any person who gives information required in an accident report knowing or having reason to believe that such information is false, shall be fined not more than $1,000 or imprisoned for not more than one year, or both.

PLEASE PRINT OR TYPE YOUR NAME AND ADDRESS BELOW

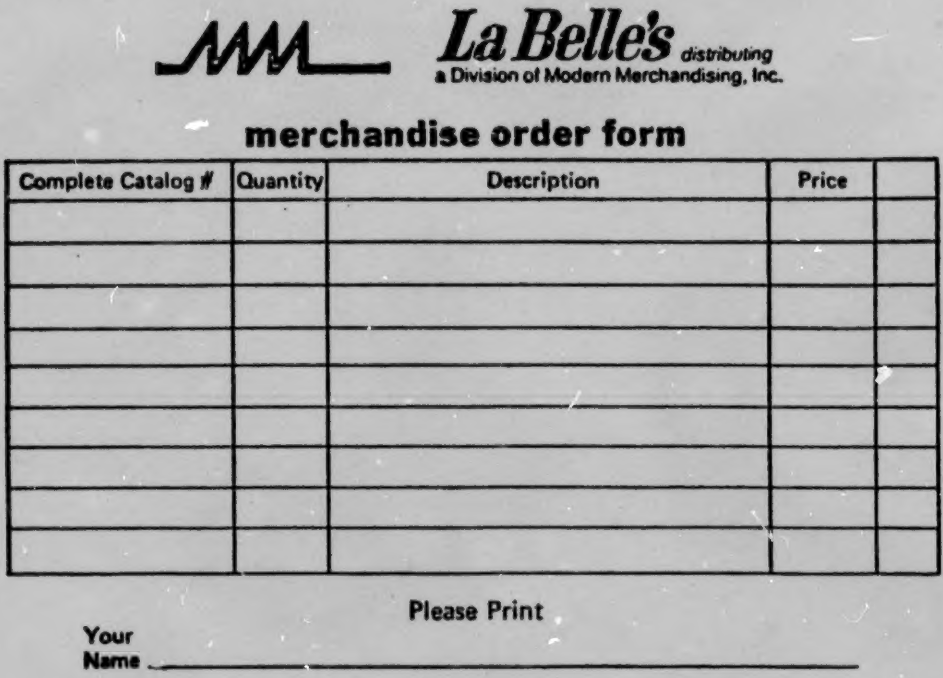
____
Print or type FULL Name
____
Street or RFD
____
City, State and Zip

MAIL THIS REPORT TO:

STATE DEPARTMENT OF PUBLIC SAFETY
FINANCIAL RESPONSIBILITY SECTION
305 State Office Building
Salt Lake City, Utah 84114

WITHIN 5 DAYS FOLLOWING ACCIDENT

Strategy 3k Merchandise Order Form



La Belle's distributing
a Division of Modern Merchandising, Inc.

merchandise order form

Complete Catalog #	Quantity	Description	Price	

Please Print

Your Name ______________________________

TITLE: Adult Education Basic Writing Skills

TOPIC: Recognizing Central Idea and Restating the Idea

417-008

Writing Objective #8: Student will be able to recognize the central idea in a paragraph and restate the idea in a complete sentence.

A. Pretest/Post Test

Each student will read a paragraph, determine the main idea of the paragraph, and restate the main idea in his/her own words.

B. Skills

1. Determine the main idea of a paragraph
2. Restate the main idea in a complete sentence
3. Write a complete sentence using appropriate punctuation

C. Strategies

1. Using handouts and/or overhead projector, determine, with the class, the main idea of a paragraph. Then, have the class restate the main idea in a complete sentence.
2. Have student practice finding and restating the main idea in a variety of paragraphs.
3. Vocabulary/Spelling

paragraph
topic sentence
supporting details
restate
express
beneficial
institution
lacquer
neutral
peacemaker
pollution
recluse
shellac
slalom
solar

D. Additional Resources

1. Goldsweig. Countdown: Scope Study Skills Series. Scholastic Book Services.
2. Levin. Real Life Writing Skills. Scholastic Book Services.
3. Levy. Paragraph Power. Amsco School Publications
4. Pearson. Spotlight on Writing. Random House

Pretest:

Underline the sentence in the following paragraph that best gives the main idea of the paragraph. On the lines below the paragraph, rewrite the main idea using your own words.

> As far as the quality of life is concerned, the people of the world don't seem to be doing a very good job. They are polluting the seas, the air, and the land. People are not safe on the streets of their own cities. Schools, hospitals, courts, and other institutions are battered with problems.

ANSWERS

As far as the quality of life is concerned, the people of the world don't seem to be doing a very good job.

Other answers will vary.

TITLE: Adult Education Basic Writing Skills	TOPIC: Recognizing Central Idea and Restating the Idea	417-008

Strategy 1: Identify Main Idea and Supporting Details

Read the following story that appeared in yesterday's Daily Tribute.

> George MacDonald, the ninety-two-year-old recluse who died last week, left more than $500,000 in cash to his four cats. He also left them a coin collection valued at $10,000. In addition, he willed that his twelve-room house on Elm Street would become a home for lost cats. Mr. MacDonald stated in his will that the inheritance was an expression of his gratitude for the faithful friendship of his pets, Herman, Horace, Hector, and Kitty.

The main idea of a newspaper article is often stated in a headline. Underline the best headline for the article above.

Pets Get Coin Collection

Recluse Leaves Fortune to Cats

George MacDonald Dies at Ninety-two

Now list three details from the article that help explain the main idea.

____

____

____

The main idea of a paragraph is stated in a sentence called the topic sentence. The other sentences in the paragraph give details that explain the main idea.

From the Newspaper headline which you underlined, write a sentence that expresses the main idea of the newspaper article. This sentence could be used as a topic sentence in a paragraph about George MacDonald.

____

____

ANSWERS

1. underline: Recluse Leaves Fortune to Cats

2. Details will vary.

3. Sentences will vary.

Strategy 2a: Identify Main Idea

The sentence that expresses the main idea of a paragraph (the topic sentence) usually appears at the beginning of the paragraph. However, it may also be in the middle or at the end of the paragraph.

Below are several paragraphs. Underline the sentence that best gives the main idea of each paragraph.

1. Bigfoot is a mysterious animal that is supposed to live deep in the woods. Some people think it lives in the northwestern part of the United States. Bigfoot has been reported in Canada. The bigfoot that people report is a huge, hairy creature. People say that it looks like a big ape. It often runs away when people spot it. Many experts think that a bigfoot is just a make-believe animal because no one has ever caught one. But people who say that they have seen a bigfoot believe that it is real.

2. She is always patient, gentle, and kind. She is endlessly busy doing things for everyone else - never, it seems, for herself. She is the family peacemaker, sometimes turning the trick with a wise word, sometimes with a smile or joke. She is the best cook in the world and her lasagna is pure magic. I think my grandmother is an angel sent from heaven.

3. We think of insects as pests, but many insects are beneficial to us. The silkworm gives us a treasured product. The honeybee gives us a delicious one. Lacquer and shellac are derived from certain insects. The bee, along with the butterfly, is invaluable in the pollution of fruit trees. The praying mantis and the ladybird aid agriculture and horticulture by devouring harmful bugs.

4. Millions of Americans are hooked on the thrill of floating about three inches above the paved surfaces of the country. Their floating device is the skateboard. The skateboard consists of a slab of oak or fiberglass resting on thick, noiseless urethane wheels. These wheels grip concrete and asphalt like radial tires. The whole device enables the skilled skateboarder to enjoy the excitement of speedracing, slaloming, and freestyle tricks similar to that enjoyed by ocean surfers. What's more, the excitement of "sidewalk surfing" is much more readily available than that of ocean surfing.

ANSWERS

1. Underline the first sentence.

2. Underline the last sentence.

3. Underline the first sentence.

4. Under the first sentence, or the first and second sentences.

Strategy 2b: Identify and Restate the Main Idea

Underline the sentence in the following paragraph which best states the main idea of the paragraph.

> John Carpenter became a hero last night when he saved the lives of his entire family. Near midnight, John smelled smoke. He rushed to the kitchen where he saw flames. John awakened his parents; his brothers, Steven and Michael; and his sister, Kathy. He led them to safety through a rear door. Then he returned to the house to get his sister, Louise. He carried Louise, aged two, through a bedroom window to escape the smoke that was rapidly filling the house.

Now rewrite the sentence that you underlined, telling the main idea of the paragraph in your own words. Remember to start your sentence with a capital letter and end it with a period. (Be sure you have a subject and an action in the sentence.)

Try the same thing with another paragraph.

> Scientists at the University of Brookbank announced today their finding that the amount of exercise a person gets actually has little to do with how many pounds he weighs. Diet is the real key to loss of weight, they said. While exercise is useful in turning fat into muscle and improving the skin tone, it does little to remove pounds.

If you underlined the sentence "Diet is the real key to loss of weight," you have been fooled. Since the paragraph talks mostly about exercise and the role it plays in weight loss, the best answer is the sentence, ". . . the amount of exercise a person gets actually has little to do with how many pounds he weighs." Rewrite this sentence in your own words.

ANSWERS

First paragraph: Underline the first sentence.

Rewritten sentences will vary.

Strategy 2b - Continued

Following are several paragraphs for you to read, then underline the sentence which gives the main idea.

After each paragraph, rewrite the sentence you have underlined, using your own words to restate the main idea. Be sure that you write complete sentences.

That day, when he went to the candy store where the boys hung out, Steve had the feeling that they were mad at him. Joe kept on chewing his gum, not answering Steven's "Hi." Tony walked to the corner, and John crossed the street. The others didn't even look up from the magazines they had picked from the stand.

____

____

____

If you brush your teeth properly, you will reap many benefits. your teeth will be strong and white. Your gums will be bright pink, healthy, and strong. Your breath will be fresh, and your smile will be attractive.

____

____

____

We know that our supply of coal, oil, and other fuels will not last forever. They are non-renewable, and we cannot replace them once they are gone. For this reason, scientists have been working for many years to discover ways of using the sun's rays as a source of energy. If they do, our energy problems may be solved forever. We may be able to use solar power to run furnaces, air conditioners, cars, buses, and almost any other machine you can think of.

____

____

____

ANSWERS

Paragraph 1: Underline the first sentence.

Paragraph 2: Underline the first sentence.

Paragraph 3: Underline the third sentence.

TITLE: Adult Education Basic Writing Skills	TOPIC: Recognizing Central Idea and Restating the Idea	417-008

Post Test:

Underline the sentence in the following paragraph which best gives the main idea of the paragraph. On the lines below the paragraph, rewrite the topic sentence, giving the main idea of the paragraph in your own words.

Some people are cat lovers. They are completely devoted, cuddling, caressing, worshipping their pets. They often have more than one feline about, dozing, scratching, licking, pawing, and stretching. Other people are cat haters. They fear cats. In the presence of these feline pets, they are extremely uncomfortable. People have strong feelings about cats; nobody seems to feel neutral about them.

____

____

____

ANSWERS

People have strong feelings about cats; nobody seems to feel neutral about them.

Sentences will vary.

TITLE: Adult Education Basic Writing Skills	TOPIC: Writing Short Paragraphs Using Topic Sentence and Supporting Details	417-009

Writing Objective #9: Student will be able to write short paragraphs using a topic sentence and supporting details.

A. Pretest-Post Test

Each student will write a paragraph using a specific topic sentence. The paragraph will be evaluated subjectively by the teacher.

B. Skills

1. Write a topic sentence
2. Support a topic sentence with a cluster of details
3. Use the "list paragraph" method of developing effective paragraphs

C. Strategies

1. Using chalkboard and/or overhead projector write a paragraph with the class. Use a topic sentence which you choose; then have the student suggest good supporting details.
2. Student practice--Have student develop paragraphs with good supporting details using the "list paragraph" method.
3. Student practice--Have student write a variety of paragraphs using topics suggested by the teacher.
4. Vocabulary/Spelling

compose
conjunction
eligible
effective
general
omit
retain
specific
topic
variety
various

D. Additional Resources

1. Horn, Vivian. Composition Steps. Newbury House Publishers.
2. Levy. Paragraph Power. Amsco School Publications
3. Pearson. Spotlight on Writing. Random House

Pretest:

Write a paragraph of at least four sentences using the following topic sentence:

In one way or another, nearly all of our food comes from plants.

Strategy 1: Compose a Class Paragraph

In an effective paragraph all the sentences deal with one topic. The topic is stated in a sentence that often (but not always) is the first sentence of the paragraph. This "topic sentence" is usually a general statement while the other sentences that make up the paragraph are more specific.

To help student understand how a topic sentence relates to the other sentences in a paragraph, have him help compose a paragraph.

Write one of these topic sentences on the chalkboard:

a. Basketball is a popular sport in the United States.

b. In his job as stockboy at the supermarket, Alex does various things.

c. What makes a good automobile driver?

d. Fashions for men have not changed much in the past thirty years.

Call on student to give sentences orally that support the topic sentence. If a sentence does support the topic, write in on the board. If it does not support the topic, discuss with the class why it does not. No sentence should repeat information already given. After the student supplies several good sentences, there will be a complete paragraph on the board. You may or may not have him help compose a good clincher sentence.

When the paragraph is finished, each student should make a copy to keep in his/her notebook.

Strategy 2a: Write "List" Paragraph

Read the following paragraph.

> A secretary does various kinds of work. She takes dictation. She uses typewriters and other office machines. She files letters, reports, and other kinds of materials. She answers the telephone and receives visitors.

A paragraph that consists of a topic sentences and details, like the one given above, is something like a list. It could be arranged like this:

A secretary does various kinds of work.
She takes dictation.
She uses typewriters and other office machines.
She files letters, reports, and other kinds of materials.
She answers the telephone and receives visitors.

In a "list" type of paragraph, more details can be added if the writer wishes. On the other hand, if he wishes to omit some of the sentences to make the paragraph shorter, it does not spoil the paragraph.

Writing a "list" paragraph is one way to determine which details are important in a paragraph, and which details should be omitted. It is one way to begin to write more effective paragraphs.

Under each of the following topic sentences "list" three or more supporting details. Read over each paragraph and omit unnecessary details and add other details that could make the paragraph better.

Bicycles provide a simple form of transportation.

____

____

____

____

____

Every citizen of the United States who is eligible should vote.

____

____

____

____

____

Strategy 2a - Continued

Enrico is a very good student.

I hate Mondays.

People aren't as honest today as they were thirty years ago.

Choose one of the "list" paragraphs and write it as a regular paragraph.

Strategy 2b: Write a Paragraph Using the List Method

Write a paragraph using the list paragraph method described below:

Start by writing a topic sentence from a given topic. For example:

TOPIC: Why we should/should not have year-round school

TOPIC SENTENCE: We should encourage our school district to implement year-round school.

Next list three or four supporting details for the topic sentence.

DETAILS: We should encourage our school district to implement year-round school.

1. It would be less expensive.
2. It would be more efficient.
3. It would be better for teachers.

Then strengthen each detail by providing additional information. Notice that in each step you take, you give more specific information.

EXPANDED DETAILS:

1. It would be less expensive.

   The school district wouldn't need as many new school buildings.
2. It would be more efficient.

   School buildings would not sit idle for three months.

   Students would need less review because they would forget less during shorter vacations periods.
3. It would be better for teachers.

   Teachers would not be laid off during the summer.

   Teachers would work more days and would, therefore, be paid more.

Finally, write a paragraph using the expanded details. In order to make the paragraph more interesting, you may wish to change the wording or leave out some of the less important information.

PARAGRAPH: We should encourage our school district to implement year-round school. It would be less expensive because the district would not need as many new school buildings. It would be more efficient since schools would not be idle for three months every year. It would also be more efficient for students because they would forget less during the shorter vacation periods. Year-round school would be better for teachers as they would not be laid off during the summer. Also, by working more days teachers would be paid more.

Strategy 2b - Continued

On a separate paper, write a paragraph about one of the topics listed below. You will need to write your own topic sentence. Decide whether your paragraph will work best with the topic sentences at the beginning or the end of the paragraph.

TOPICS: Should we have a three-week Christmas vacation?

Should we have lower taxes?

Do elephants make good pets?

Should you lend me ten dollars?

Is inflation a serious problem today?

Is baseball or football our national sport?

Strategy 3: Practice Writing Paragraphs

Write a variety of paragraphs using the topic sentences listed below. (The teacher will tell you how many paragraphs to write.) You may write your paragraphs using the list paragraph method, or not, as you choose.

TOPICS:

1. Every year more than 1800 people are killed in motor vehicle accidents.
2. The Volkswagen is the best buy of any small imported car.
3. Florida is a better state for retired people than California.
4. The population of this state has increased every year for the past ten years.
5. The Republicans have done more for this city than the Democrats.
6. Heart attacks cause more deaths among men than among women.
7. The American automobile industry produces the best cars in the world.

NOTE: If your viewpoint is opposite from that stated, change the topic sentence to reflect your ideas. For example, No. 8 could be changed to read: The Democrats have done more for this city than the Republicans.

Post Test:

Write a paragraph of at least four sentences using the following topic sentence:

Baseball is called the national game of the United States.

ANSWERS

This paragraph should be compared with the paragraph written by the student in the pretest, to see if there is, indeed, improvement in the use of specific details to support the topic sentence.

Writing Objective #10: Student will be able to write social and friendly letters.

A. Pretest/Post Test

Student will write a thank-you note and/or an invitation.

B. Skills

1. Recognize and write all parts of a friendly letter--heading, greeting, body, closing, and signature
2. Write a variety of letters--thank-you, invitation, acceptance, regret, congratulatory, sympathy, and friendship
3. Punctuate letters correctly
4. Recognize and write contractions

C. Strategies

1. Teacher demonstration of correct letter form using overhead projector or handouts.
2. Have student write or rewrite letters from a variety of examples.
3. Have student practice addressing an envelope correctly.
4. Have student write at least one letter which you stamp and mail.
5. Vocabulary/Spelling

heading
greeting
body
closing
signature
P.S.
address
zip code
invitation
regret
acceptance
R.S.V.P.
condolence
cancel
engagement
congratulations
sympathy
contraction
title
correspond

D. Additional Resources

1. Bryant and Hedgepeth. Language in Daily Living. Steck-Vaughn.
2. Colligan. Grammar and Composition Workbook: Scope English Program. Scholastic Book Services.
3. Pearson. Spotlight on Writing. Random House.
4. Robertson. Using English. Steck-Vaughn.
5. Varnado. Learning Our Language. Steck-Vaughn.

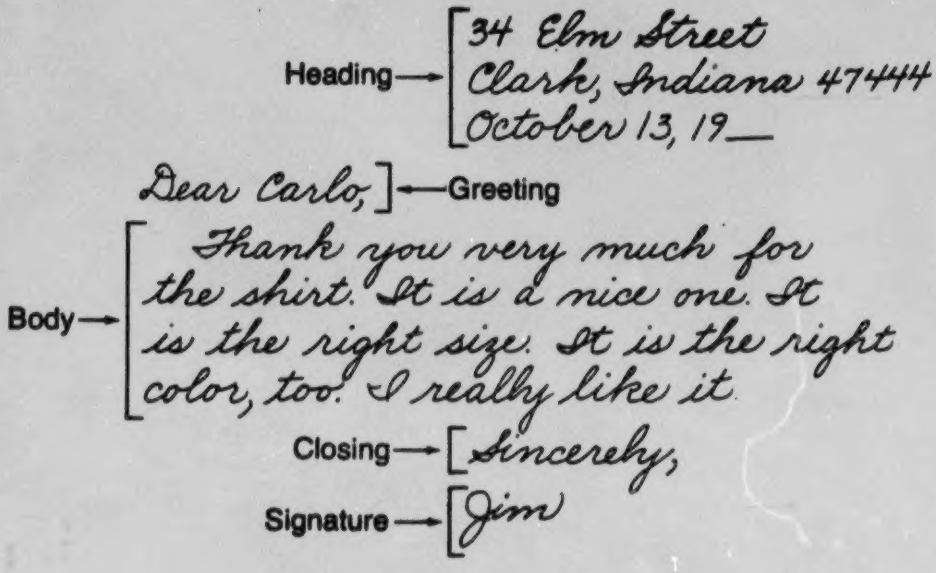
Pretest:

Have each student write a letter to a relative thanking her/him for a birthday present.

(Teacher will assess the style of the letter, the punctuation, capitalization, and the use of good letter form. In a thank-you note, it is important that the letter writer mention the item that was received as a gift.)

Strategy 1: Essential Elements of a Friendly Letter

Following is an example of a friendly letter showing the five main parts of the letter:



34 Elm Street
Clark, Indiana 47444
October 13, 19__

Dear Carlo,

Thank you very much for the shirt. It is a nice one. It is the right size. It is the right color, too. I really like it.

Sincerely,

Jim

Heading
Greeting
Body
Closing
Signature

Heading -	The heading of a friendly letter includes the address of the person writing the letter (including the zip code), and the date the letter was written.
Greeting -	The greeting tells who will get the letter and helps establish the tone of the letter--an informal greeting is used for letters to close friends.
Body -	The body of the letter contains all the information, gossip, thank-you words, love words and other (nice) words you want to include.
Closing -	The closing comes before the signature and usually expresses sincerity or warm feelings.
Signature -	The signature tells who wrote the letter--it keeps people from guessing who the unknown admirer may be.

Strategy 1 - Continued

Complete the following sentences using the names of the parts of the letter - heading, greeting, body, closing, signature.

1. The first part of a letter is the ______________________.
2. The ______________________ contains the address of the writer.
3. The ______________________ tells who will get the letter.
4. The ______________________ is the longest part of the letter.
5. The ______________________ comes just before the signature.
6. The ______________________ tells who wrote the letter.
7. The ______________________ tells what you want to say.

The following pages include a variety of friendly and social letters. In order to save space, the heading has been abbreviated to include only the date--or in some cases, left out entirely. Please stress to the student that in every letter that is actually mailed, the heading should be complete.

ANSWERS

1. heading
2. heading
3. greeting
4. body
5. closing
6. signature
7. body

Strategy 2a: Thank-You Letter

Letters saying "Thank you" for a gift, a favor, or a nice gesture are rewarding for the recipient of the gift and for the "giver" of the gift. Such letters are the "icing" on the "cake of life."

Thank-you letters will be easier to write and more gratifying to receive if you remember to be specific. Don't just say "Thank you." Say "Thank you for the beautiful edition of poetry. I have already enjoyed the illustrations and look forward to many happy hours reading from the best of the English poets." (you should say such things even if you DETEST poetry--and it's not hypocrisy, it's thanking someone for remembering you rather than for the gift itself.)

SITUATION: You carefully chose a rather expensive chess set for a friend who broke his leg. Which of the following two notes would you rather receive?

January 3

Dear Tom,

Thanks for the gift.

Don

January 3

Dear Tom,

The chess set is a real beauty! It has already given me hours of enjoyment; it's better than a miracle drug for making pain disappear.

Thanks so much. Won't you stop by soon and help me give it a workout?

Sincerely,

Don

Strategy 2b: Letter of Congratulations

Like a thank-you note, the congratulatory note is a rewarding and gracious gesture. Five minutes of writing is almost guaranteed to give someone days of pleasure.

Here's a sample:

June 25

Dear Marcy,

When you walked across the stage and the principal awarded you a trophy for graduating with high honors, I was really proud and excited.

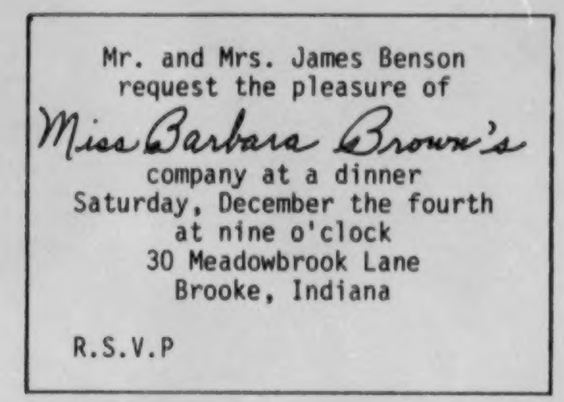
Honestly, Marcy, I'm delighted. My kid sister, a scholar! You looked so serious and so pretty and so grown up that you made this big brother very proud and happy. I'll never forget today.

Your loving brother,

Bill

Strategy 2c: Letter of Invitation

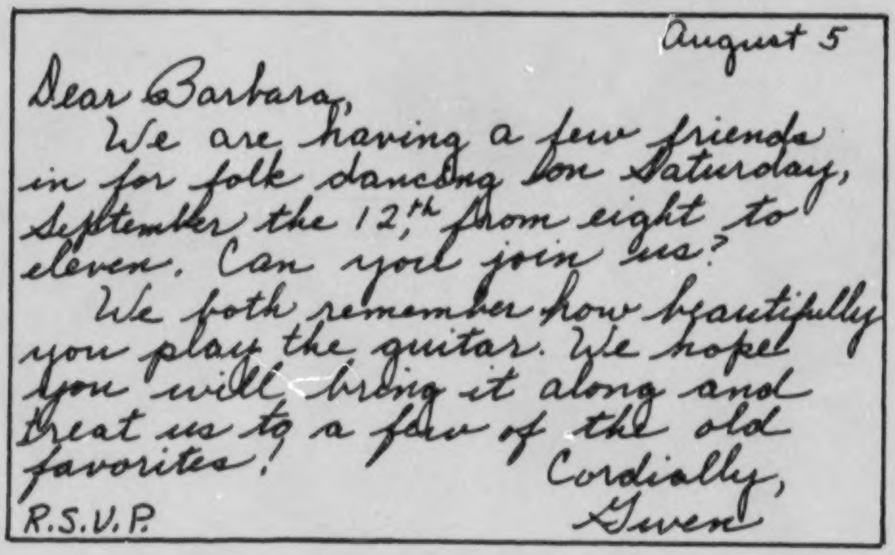
An invitation may be FORMAL.



Mr. and Mrs. James Benson
request the pleasure of
Miss Barbara Brown's
company at a dinner
Saturday, December the fourth
at nine o'clock
30 Meadowbrook Lane
Brooke, Indiana

R.S.V.P

or INFORMAL



August 5

Dear Barbara,

We are having a few friends in for folk dancing on Saturday, September the 12th from eight to eleven. Can you join us?

We both remember how beautifully you play the guitar. We hope you will bring it along and treat us to a few of the old favorites!

Cordially,
Gwen

R.S.V.P.

R.S.V.P. is an abbreviation for the French phrase, repondez s'il vous plait. In English it means Please reply. This phrase requires a written response. (A very informal invitation can be answered by phone, but should always be answered.)

Strategy 2d: Accept or Decline a Letter of Invitation

Accepting: A formal invitation should be answered formally whether accepting or declining. Following is a formal acceptance.

Miss (or Ms.) Barbara Brown

accepts with pleasure

the kind invitation of

Mr. and Mrs. James Benson

for dinner

on Saturday, the fourth of December

at nine o'clock

An informal invitation calls for an informal answer.

August 20, 1990

Dear Gwen,

My guitar and I are happy to accept your invitation to folk dancing and singing on September the 12th, from eight to eleven. We'll both be there, ready for an evening of fun. Thank you for the invitation.

Affectionately,
Barbara

A letter of regret can also be informal. Example below.

August 20, 1990

Dear Gwen,

My guitar and I won't be able to attend your party after all. My father is ill and I am flying to St. Louis immediately and do not expect to be back until the end of October.

I'm very disappointed, and I hate disappointing you, but I am sure you understand. Perhaps we can get together later in the fall.

Affectionately,
Barbara

Strategy 2e - Letter of Sympathy or Condolence

Letters of sympathy are probably the most difficult letters for most of us to write. It's hard to find the words to express our feelings of sorrow, so we telephone or say a quick "Sorry" when we see the friend. But often a letter, read in privacy, is a greater comfort. Not writing a letter of sympathy is worse than not writing well.

Here is a letter of condolence:

Dear Janice,

I just learned of the death of your mother. I know how close the two of you were, and how lonely you must be feeling. Your mother was one of the finest people I've known -- kind and witty and always concerned. We will all miss her, but now you must find yourself some of her courage and cheerfulness.

If there is anything at all that I can do, Janice, please let me know. My heart is with you today.

Sincerely,
Susan

Notice that the note includes

--a recognition of the good traits of the person who died;
--an awareness of and sympathy for the friend's loneliness and loss;
--an offer of help.

SOME DON'TS TO REMEMBER:

Don't pry--don't ask questions about wills, details of an accident, etc.
Don't minimize the other person's suffering ("You'll be over this in no time.")
Don't talk about irrelevant matters ("By the way, I just bought a boat.")

A FEW DO"S THAT MIGHT HELP:

Do be brief.
Do express sympathy and concern.
Do offer help.
Do -- above all -- write immediately.

Letters of condolence are written to give comfort after the death of a loved one; however, letters of sympathy can be of help and comfort to people in a variety of difficult and tragic situations. (a long hospital stay--destruction of a home or other major property--loss of a job--flunking out of school--a runaway child)

Strategy 2f: Friendly Letter Exercise

You have studied the parts of a friendly letter and seen examples of a variety of friendly letters. Write a friendly letter of your own on the form below. Ask your teacher to help you with spelling or parts of the letter. Write to a friend in another city telling about some interesting experience you have had--such as winning a bowling trophy, seeing a good movie, celebrating a birthday---------------

Your street address________________________________

Your city, state, and ZIP code________________________________

Today's date________________________________

________________________________, Greeting

____

____

____

____

____

Closing________________________________

Signature________________________________

Strategy 2g: Capitalization

Heading → 1876 Barker Boulevard
Engine, Oregon 97765
August 19, 19___

Greeting → Dear Martha,

Body → Thank you for letting me visit you. I had a good time. I liked the movies. I liked the picnic.

Here is a picture of us in front of your house. I hope you like it.

Please come to visit me soon.

Your friend, ← **Closing**

Jenny ← **Signature**

1. How many capital letters are there in the first line of the heading?

____

Capitalize the names of streets in an address.

2. How many capital letters are there in the second line of the heading?

____

Capitalize names of cities and states in an address.

3. Names of months start with capital letters. August is capitalized in the third line of the heading.

4. How many capital letters are there in the greeting?

____

Capitalize the first word in the greeting as well as the name of the person to whom the letter is written.

5. Look at the closing. How many capital letters are there?

____

Capitalize only the FIRST word in the closing.

Be sure, also, to capitalize your signature.

ANSWERS

1. two
2. two
3. no response required
4. two
5. one

Strategy 2h: Capitalization and Punctuation

Rewrite the addresses below. Use capital letters where needed. Insert the correct punctuation.

1. ms nita powers ______________________
   12 fox place ______________________
   carney vermont 05839 ______________________
2. mr ted adams ______________________
   9073 kings avenue ______________________
   brixton texas 75128 ______________________
3. mrs carla wells ______________________
   17 tenth street ______________________
   martin delaware 19887 ______________________
4. miss lucy liberty ______________________
   8639 elm avenue ______________________
   eldon idaho 83619 ______________________
5. mr albert brown ______________________
   3694 south main street ______________________
   salt lake city utah 84119 ______________________

ANSWERS

1. Ms. Nita Powers
   12 Fox Place
   Carney, Vermont 05839

2. Mr. Ted Adams
   9073 Kings Avenue
   Brixton, Texas 75128

3. Mrs. Carla Wells
   17 Tenth Street
   Martin, Delaware 19887

4. Miss Lucy Liberty
   8639 Elm Avenue
   Eldon, Idaho 83619

5. Mr. Albert Brown
   3694 South Main Street
   Salt Lake City, UT 84119

Strategy 2i: Capitalization and Punctuation

Write in capital letters where they belong by crossing out the small letter and writing the capital letter above.

A
Example: ~~a~~ good friend writes often.

Insert commas, and periods where they belong. In two places you will need question marks. (Some commas have been inserted for you.)

K
135 ~~k~~ing street

chicago illinois

may 27 1971

dear felix

three days from now is memorial day, and there is going to be a big parade in chicago it should be a really good parade

guess who i saw last week in boston i saw ben bishop, our old friend from west high school ben has a new ford, and he is going to drive me down to st louis next weekend to see you will you be home saturday afternoon if i don't hear from you, we'll be there at 2 00 p.m.

be good, and i'll be seeing you

your pal

Clint

ANSWERS

135 King Street
Chicago, Illinois
May 27, 1971

Dear Felix,

Three days from now is Memorial Day, and there is going to be a big parade in Chicago. It should be a really good parade.

Guess who I saw last week in Boston? I saw Ben Bishop, our old friend from West High School. Ben has a new Ford, and he is going to drive me down to St. Louis next weekend to see you. Will you be home Saturday afternoon? If I don't hear from you, we'll be there at 2:00 p.m.

Be good, and I'll be seeing you.

Your pal,

Clint

Strategy 2j: Compose Complete and Accurate Sentences

REVIEW

Fill in the blanks. Ask the teacher for help if you have forgotten the rules.

1. All sentence begins with a c_______________ letter.
2. Sentences that state a fact or give information end with a p___________.
3. Sentences that ask questions end with a q_____________ m____________.

   Place one at the end of the following sentence?

   Do you write letters

4. Write a sentence telling your name. Use correct capitals and punctuation.

   ____

5. Write a sentence telling the name of your street.

   ____

6. Write a sentence asking your friend the name of her mother.

   ____

7. Write a sentence inviting someone to come see you.

   ____

8. Write a sentence thanking someone for a present.

   ____

9. Write a sentence asking someone what games he likes.

   ____

10. Write a sentence asking someone what color she likes.

   ____

ANSWERS

1. capital
2. period
3. question mark Do you write letters?
4. The rest of the answers will vary.

Strategy 2k: Contractions

A contraction is a shortened form of two words. The words are combined and made into one word by leaving out some of the letters.

When one or more letters are left out, an apostrophe (') is put in the place of the letter or letters. Only one apostrophe is used in each contraction even though several letters are left out.

Since friendly letters are written in informal language, contractions are acceptable.

Here are some common contractions.

could not - couldn't
cannot - can't
do not - don't
does not - doesn't
did not - didn't
has not - hasn't
had not - hadn't
have not - haven't
he is - he's
he will - he'll
she is - she's
that is - that's
they are - they're
you are - you're
you will - you'll

I am - I'm
I had - I'd
I will - I'll
it is - it's
let us - let's
we have - we've
we shall - we'll
were not - weren't
will not - won't
was not - wasn't
should not - shouldn't
there is - there's
they have - they've
you have - you've
we are - we're

Strategy 21: Write Friendly Letters

Choose one or more of the following situations and write the appropriate letter. Ask your teacher for help with the form, with spelling, or with the correct choice of words. Remember to capitalize and punctuate using the rules you have studied.

SITUATION 1: Mimi, a close friend, just broke the record for oak-tree sitting. She perched high up in an oak tree for eleven days and seven hours. Write her a congratulatory note.

SITUATION 2: While you were driving home in the rain, a tire on your car went flat. As you stood helplessly (you'd forgotten to replace the jack when you took off the snow tires) a car pulled up and two girls, Maryanne and Ellen got out. The girls not only had a jack; they also knew how to change a tire. With their help, you were quickly on your way again. Write them a thank-you note.

SITUATION 3: You applied for a part-time job at ZCMI and you got it--because your neighbor knew the manager and recommended you to her. Write a thank-you note to the neighbor.

SITUATION 4: Your best friend was the innocent victim in an automobile accident. She will be in the hospital for six months and is still in great pain. Write her a note. (Be both sympathetic and hopeful.)

SITUATION 5: A friend has invited you to spend a week at his family's summer home in Bermuda. Write a note accepting or declining the invitation. (Surely no one would decline an invitation to Bermuda!)

SITUATION 6: Your daughter-in-law's mother died after having open-heart surgery. Write a letter of condolence and remember the DO'S AND DON'TS.

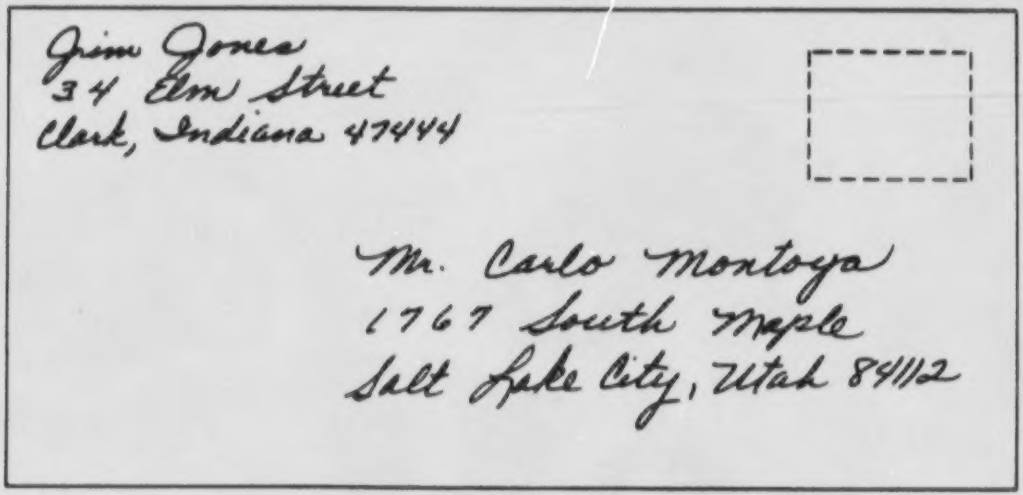
SITUATION 7: An acquaintance of yours has a collection of old 78 records. You'd love to hear the records and perhaps tape some of them. Write a letter asking for an invitation. (This requires some really careful planning.)

SITUATION 8: You're planning an afternoon party for a number of close friends. You want them to spend Sunday afternoon watching the Superbowl and then have some light refreshments. Write an informal letter of invitation.

Strategy 3: Address an Envelope Correctly

The address of the person sending the letter appears in the upper left-hand corner. It is called the return address. This should be a complete address including the zip code.

The address of the person who is to receive the letter is written on the lower half of the envelope and usually covers two-thirds of the right-hand side of the envelope. Again this should be a complete address including the zip code.



Jim Jones
34 Elm Street
Clark, Indiana 47444

Mr. Carlo Montoya
1767 South Maple
Salt Lake City, Utah 84112

Using the envelopes provided by your teacher, write the addresses of a variety of your friends as the recipients (good vocabulary--check with your teacher or a dictionary for the meaning) of a letter.

Use your own address as the return address.

Post Test:

Have each student write a letter inviting a friend from another city to visit for a weekend.

(Teacher will compare this letter to the letter written at the beginning of the unit and subjectively judge the improvement in letter-writing skills.)

Writing Objective #11: Student will be able to write business letters using standard format.

A. Pretest/Post Test

Student will write appropriate business letters which the teachers will evaluate.

B. Skills

1. Recognize and write all parts of a business letter--heading, inside address, salutation, body, closing, signature
2. Write a variety of letters including letter of application, letter of inquiry, letter of complaint, letter of opinion, letter to inform
3. Use and capitalize titles correctly
4. Punctuate letters correctly
5. Address envelopes correctly

C. Strategies

1. Teacher demonstration of correct letter form using overhead projector or handouts.
2. Have student write or rewrite letters from a variety of examples.
3. Have student practice addressing envelopes correctly.
4. Vocabulary/Spelling

    boastful
    complaint
    correspondence
    criticize/criticism
    defective
    inquire/inquiry
    inside address
    interview
    marital status
    permission
    qualifications
    recommendation
    refund
    resume
    salutation
    C.O.D.

D. Additional Resources

1. Berbrich, Joan D. Writing Practically. Amsco School Publications.
2. Horn, Vivian. Composition Steps. Newbury House Publishers.
3. Pearson. Spotlight on Writing. Random House.

Pretest:

Have student write a letter to Sears requesting a Christmas catalog. You can provide an address for them to use as the inside address.

(Teacher will evaluate the effectiveness of the letter and the proper--or improper use of form.)

Strategy 1a: Introduce Business Letters

During your lifetime, you will write dozens of business letters. You will need information. You will need to complain. You will enter contests for prizes. You will apply for jobs. In almost all of these cases, you will be writing to someone you do not know. You won't even know whether your reader is a man or a woman. The business letter, obviously, is different from the friendly letter.

A letter has some special advantages. It is often more efficient than a phone call. Letter writers select and organize the details of their message, while a telephone conversation may wander away from the main point. Also, letters provide a record--the crucial date that you wrote was the 22nd, not the 27th of August. It's a good idea to keep a carbon copy or a photocopy of all business letters--at least until the business is satisfactorily concluded.

Since a business letter is different from a friendly letter, you'd expect the form to be different, and it is. Also, it's more important for you to follow the proper form. During recent years many companies have been experimenting with new forms that are easier to type. This means that there is much variation in business letter forms. However, you should learn one standard form that is always acceptable and stick with it. On the following page is a model letter showing one such form.

A business letter should be typewritten if possible. Many local libraries have typewriters available for patron use. If it is not possible for you to use a typewriter, be sure to write clearly and neatly.

Strategy 1a - Continued

73 Locust Drive
St. George, Utah 84770
October 3, 1990

Ms. Jayne Anderson, Customer Services
Carter's Film and Processing, Inc.
1143 563rd Street
New York, New York 00001

Dear Ms. Anderson:

During the last four years I have used Carter's film frequently and have always been happy with the results. Two weeks ago, however, at my brother's wedding, I took two rolls of pictures. The pictures on the first roll came out streaked and faded; the pictures on the second roll are beautiful. Yet both rolls were bought a few days before the wedding.

I am enclosing three streaked pictures from the first roll and one good picture from the second. Is there any way the damaged pictures can be restored? If not, does Carter's have a policy regarding the replacement of defective film? I will appreciate any help you can give me in this matter.

Sincerely yours,

Mary E. Hancock
Mary E. Hancock

enclosure

Strategy 1b: Business Letter Form

HEADING: The heading of a business letter includes the address of the person writing the letter and the date the letter was written. (Don't forget the zip code in the address.) If you buy personal stationery with your name and address imprinted, the heading need only contain the date. Business stationery with a letterhead, also needs only the date.

1. Which words in the heading of a business letter are capitalized? (You may use the letter from the previous page as a model.)

2. What punctuation is used in the heading of a business letter?

INSIDE ADDRESS: The inside address is usually four spaces below the date. It gives the name and address of the company to which the letter is written. If the letter is directed to a particular position or person in the company, include that information. (See model letter)

1. Which words is the inside address are capitalized?

2. What punctuation is used in the inside address of a business letter?

ANSWERS

1. Which words in the heading of a business letter are capitalized:

(Answer can be either the general information in the left-hand column, or the specific information from the model in the right-hand column.)

Names of streets	Locust Drive
Names of cities	St. George
Names of states	Utah
Names of months	October

2. What punctuation is used in the eading of a business letter?

Period after abbreviation	St. George
Comma between city and state	St. George, Utah
Comma between date and year	October 3, 19___

1. Which words in the inside address are capitalized?

Names of people	Jayne Anderson
Names of companies	Carter's Film and Processing, Inc.
Names of departments	Customer Services
Names of streets	563rd Street
Names of cities	New York
Names of states	New York
Titles	Ms.

2. What punctuation is used in the inside address of a business letter?

Period after an abbreviation	Ms. Inc.
Comma between a person's name and his title or department	Jayne Anderson, Customer Service
Comma between the company name and the word Incorporated	Carter's Film and Processing, Inc.
Comma between the city and state	New York, New York 00001
Apostrophe in the possessive noun	Carter's

Strategy 1b - Continued

BODY: A business letter must be well organized; it must be direct and to the point. A good basic plan for most business letters is:

1st paragraph: State the purpose for the letter and the action you want. You should be clear and direct without being rude. Here are examples of how a letter clearly states the purpose:

I am writing to you to complain about a defective tape cassette purchased from your organization and to request that it be replaced.

I would like to request that you send me the following merchandise listed in your current catalog.

2nd paragraph: any background information or additional facts that might be needed.

3rd paragraph: a polite closing which restates the purpose of your letter and expresses your appreciation. Do not end letters with the phrase, "Thanking you in advance - . . . ." This phrase suggests that you think your request will be granted and that you are too lazy to write a separate thank-you letter.

Be sure to indent all paragraphs and to check spelling and punctuation carefully.

CLOSING: Place the closing two spaces below the last line of the letter and just a little to the right of center. Capitalize the first word only, and put a comma after the closing. The following closings are acceptable:

Sincerely yours,
Sincerely,
Yours truly,
Very truly yours,
Respectfully yours,
Cordially yours,

SIGNATURE: Your name should be typed four spaces below the closing with your handwritten signature just above. The signature should contain both your first and last names and your commonly used initials.

The handwritten signature is never preceded by a title. However, a woman may identify herself as Miss, Mrs. or Ms. in the typed name. Modern practice is to leave out such identification.

Strategy 1b - Continued

SALUTATION: The salutation of a business letter can take many forms.

1. If the inside address includes a person's name, use that name.

   Dear Mr. Brown:
   Dear Ms. Jones:
   Dear Miss Jones:
   Dear Mrs. Jones:

   The "Dear Mr. Brown" form is safely correct for most males. The situation regarding females is more complicated. If a woman has signed a letter as "Miss" or "Mrs.," you will, of course, follow her preference. If she has not indicated a preference, use "Miss" or the new form "Ms.," which is correct regardless of marital status.

2. If the inside address uses the title alone, then use

   Dear Sir: if you are sure it is a man.
   Dear Madam: if you are sure it is a woman.
   Dear Chairman: if you are unsure, you may use the title.
   Dear Friend: if you are unsure.

3. If the inside address is to a company or organization, you may choose from the following:

   Gentlemen: an older but still acceptable form
   Dear Sirs:
   Dear Friends: a modern form that avoids sexist language

4. Remember to capitalize all proper nouns as in the heading and inside address. Also capitalize the first word in the salutation.

5. All salutations are followed by colons.

Write the salutation you would use in each of the following situations:

In a letter to Jim Smith, General Manager of Autobikes, Inc.

____

In a letter to all voters in your school district

____

In a letter to Gloria Steinem, an editor for Ms. magazine

____

In a letter to Millicent Mackay, married, mother of six children, highly conservative

____

In a letter to Time magazine

____

ANSWERS

1. Dear Mr. Smith:
2. Dear Friend: or Dear Voter:
3. Dear Ms. Steinem:
4. Dear Mrs. Mackay:
5. Dear Friends: or Dear Editor:

(Be sure to look for and correct the use of the colon at the end of each salutation.)

Strategy 2a: Letter of Inquiry

There are many things you need to know. You may want information about catalogs, Social Security, college admissions, or gardening. Letters asking for this kind of help are called letters of inquiry.

The most important thing to remember when writing "asking" letters is to ask the questions briefly and clearly. Below is a sample letter:

324 South Highland Drive
Cedar City, Utah 84316
October 23, 19___

Registrar
324 Park Building
University of Utah
Salt Lake City, Utah 84112

Dear Sir:

I would like to enter the University of Utah next summer, and I understand that I need to complete my admission papers by January 15, 19___. Please send me an application for admission.

If there are additional papers that I need, please include them with the admission packet. Also, please let me know if there is a charge for these forms.

Thank you for your consideration in this matter.

Sincerely yours,

Kim Webster

Kim Webster

Strategy 2a - Continued

Below is another example of a letter of inquiry. Notice that the writer asks for a catalog, but gives the company an idea of the type of information he wants. This is important if the company has a number of smaller catalogs rather than a single large one.

1523 Grand Avenue
Chicago, Illinois 60627
September 29, 19___

American Foundry and Pump Works
2941 Commerce Street
St. Louis, Missouri 63122

Gentlemen:

I am interested in getting prices on a pump for use on my ranch. I prefer the electric type pump that can be used to raise the water from 300 feet to 500 feet. Please send me a copy of your catalog or brochure giving complete description of the models and the prices of such items.

Yours truly,

James Pickett

James Pickett

Strategy 2b: Letter of Application

Though not all jobs come through a letter of application, many good positions are secured in this way. The letter is the first impression that a prospective employer gets of an applicant, so a carelessly written letter has little chance of being considered at all. On the other hand, a neatly written, intelligently expressed letter makes a favorable first impression--and first impressions are important.

Keep the following rules in mind while writing:

1. Be neat. Remember that a letter of application is "a foot in the door."
2. State where or how you learned of the opening.
3. State your qualifications briefly, but don't boast.
4. State your experience briefly.
5. Enclose a resume (data sheet) giving detailed information as well as references. (See Writing Objective #7 for a sample data sheet.)
6. Ask for an interview.

Below is a sample letter of application:

117 Adams Street
Ogden, Utah 84202
March 24, 19___

P.O. Box 47
Ogden Standard Post
Ogden, UTah 84200

Dear Sirs:

I saw your ad in this morning's Post and should like to apply for the position of salesman. You will find, I feel certain, that my qualifications meet with your requirements.

I am eighteen years of age and have just graduated from Weber High School. My high school course included two years of merchandising. During the past two summers I have worked in the leather-goods department of The Tower Shop.

I am enclosing a resumé which outlines my training and experience in more detail. It also lists my references.

If you will grant me an interview, I shall be glad to come to your office any afternoon this week, except Wednesday.

Very truly yours,

Harry Collins

Harry Collins

enclosure

Strategy 2b - Continued

Below is an ad from a New York state newspaper:

PHOTOGRAPHER

For three months, starting Sept. 1.

Extensive 8 × 10 experience in black and white and color necessary. Candids and/or studio shots. Local and out of town. Living and car expenses for out-of-town assignments. $1200 mo. Submit resume to

R. J. Billings Equipment Company
72 Broad Street
Storrs, New York

Mac Masters wrote a letter applying for the job.

745 Willings Boulevard
Storrs, New York 10000
August 3, 19__

R. J. Billings Equipment Company
72 Broad Street
Storrs, New York 10000

Dear Boss:

Are we in luck! You need a photographer and I need a three-month job--and $3600! I'm just the guy you're looking for!

Pictures? You name it--I've taken them! Thousands of them all over the country! I'm so good *National Geographic* will envy you! I can show you a pix of the Grand Canyon that will knock your eye out. And I've got some real beauties from the Metropolitan Beauty Contest. You'll love those!

Just say the word and I'll be in. But don't wait too long! *National Geographic* may beat you to the punch!

The best pix-man in the business,

Mac

Mac Masters

If you were R. J. Billings would you give him the job? ________________

"Cute" is fine, sometimes--but never in a letter of application.

Rewrite the letter on a separate piece of paper; make it more appealing.

ANSWERS

No

Strategy 2c: Letter Requesting a Reference

Before you use a person's name as a reference in your resume, a college admissions form, or for any other occasion, it's a good idea to ask permission. First, it's a matter of courtesy; and second, you're more likely to get a good recommendation if you ask first. Below is a sample letter requesting a reference.

7882 Cardinal Way
Salt Lake City, Utah 84121
March 15, 19___

Mr. R. A. Walker
1778 East 4450 South
Murray, Utah 84107

Dear Mr. Walker:

I am writing to ask if you would write a letter of recommendation for me for our community's "Outstanding Student" award.

As you know, I have been a student at Murray High School for two years. I have been active in sports, have made a good academic record, and was recently elected vice-president of my class. My counselor, Ms. Marciano, can give more information about my school record if you need it.

In our community I have been an active member of the Boy Scouts of America. I have been active in our church's youth group, and I work as a volunteer in a nearby home for the aged.

If you think an interview would be helpful before you write the letter, I would be happy to meet with you at any time. I know how busy you must be, and I would be very appreciative of whatever help you can give me.

Yours truly,

Kent Martineau

Kent Martineau

Strategy 2d: Letter of Complaint

Life can be difficult and frustrating. The jacket that you ordered was too small; your neighbor's twelve-year-old bent every spoke in your new ten-speed bike; your newspaper isn't being delivered until 10 p.m. every night.

The easiest thing to do is shout--or grab a pen and shout on paper. If you want to get rid of your anger, then grab a pen and paper and start writing. Call the other person every name you can think of, insult his product, insult him. Then when you have finished, ask yourself if you want to get rid of your anger or if you want to get action. If you want to get action, TEAR UP THE ANGRY LETTER: then wait until you have calmed down and write a reasonable letter.

Following is a letter written when the author was angry. Read it and note especially the underlined parts.

10 Watson Place
Kensington, Oregon 10000
July 21, 19___

Mr. James Ellman, Sales Manager
Tyson's General Stores
4632 Third Avenue
Williamantic, Oregon 10001

Dear Sir:[1]

A couple of months ago[2] I bought a radio[3] from your store. Right away[4] it went on the blink and the sound was awful.[5] So I took it into your Service Department and told[6] them to fix it in a hurry. That was over a month ago and I haven't got it yet. They keep saying[7] it will be ready soon, but what I want to know is when's "soon"? What's the matter with that Service Department of yours, anyway? If they were working for me, they'd all be fired by now![8] If I don't get my radio back within a couple of days, I'm taking you and your blasted store to court![9]

Yours truly,

Fred R. Doakes

Fred R. Doakes

---

[1] Why not use his name?
[2] Exactly when?
[3] What brand? What model number?
[4] After how long?
[5] Be more specific
[6] Be less hostile.
[7] How often? When?
[8] Is this constructive? If not, why include it?
[9] Threats seldom work.

Using these suggestions, rewrite the letter on a separate paper and turn it in.

Strategy 2d - Continued

Following is a more forceful, less angry letter. The statement at the end is less a threat than a statement of the author's intentions.

259 Erie Street
Chicago, Illinois 60611
April 16, 19___

Mr. Edward A. Jones, President
Jones Electric Supply Company
278 Walker Street
Philadelphia, Pennsylvania 19106

Dear Mr. Jones:

I am writing to you directly to complain about the services I have received from your company.

As your records will show, I have written on three previous occasions to request that a defective pump purchased from your company be repaired and returned to me. I first wrote on January 12, 19___, when I mailed the pump to your Philadelphia office. I wrote on February 2, and again on March 6. To this date I have had only promises and excuses.

If some satisfactory adjustment is not made within thirty days of receipt of this letter, I will be required to take this matter to Small Claims Court. I sincerely hope that you will be able to direct your employees to take care of this problem at once.

Sincerely yours,

Thomas A. Fisher

Thomas A. Fisher

Strategy 2e: Letter to Inform

Below is a sample letter to an editor of a newspaper, stating the opinion of Mr. Frank Petrulli. Use it as a model for a letter to inform.

P. O. Box 529
Parowan, Utah 84761
June 13, 19___

Editor
Iron County Record
324 North Main Street
Cedar City, Utah 84750

Dear Editor:

The present system of obtaining school taxes is unfair to homeowners with no children and those who are single or widowed. As a married couple who do not plan on having children, we do not see how we benefit from these taxes we pay each year.

Homeowners with children using the public schools should be taxed according to the number of children they have in school. In this way the system would be much fairer, putting the burden of taxes on those who derive the benefit.

Sincerely,

Frank Petrulli

Frank Petrulli

You may or may not agree with the above letter--in either case, on a separate paper, write a letter to the editor of the above newspaper stating your views. Since this is only an exercise, you should "mail" the letter to your teacher.

Strategy 2f: Letter to Public Officials

Public officials enjoy receiving mail, especially when it's complimentary. They enjoy receiving mail even more, when it's addressed properly. There are titles of courtesy that are used by public officials. Below is a very short directory of a few titles:

President of the United States

Address:
The President
The White House
Washington, D.C. 20500

Salutation: Dear Mr. President: or Dear President __________:

Vice President of the United States

Address:
The Vice President of the United States
United States Senate
Washington, D.C. 20510

Salutation: Dear Mr. Vice President: or
Dear Vice President ____________________:

Cabinet Officers

Address:
The Honorable Jane J. Doe
Secretary of ____________________
Washington, D.C. 20____

Salutation: Dear Secretary Doe:

Senators are also referred to as the Honorable ____________________ with their mail being directed to the appropriate office in the Senate Office Building, Washington, D.C.

Call your local Senator's office and get the address and write it below:

____

____

Might be a good idea to know how to reach your representative in The House of Representatives. . .So find that address, also, and write it below.

____

____

What salutation do you use in addressing a member of the house of representatives? Is he an "honorable," or not?

____

ANSWERS

Will vary

Strategy 2f - Continued

A letter to a public official might be a letter of complaint, of inquiry, of congratulations, etc. Your teacher will tell you if she wants you to write such a letter for class--But you don't need to be told if you really want to write a letter--DO IT.

You might want to write to your local or your national representatives about an issue that really concerns you. Look around--is it pollution, corruption, inflation, unemployment that has you staying awake nights? How about acting on your feelings?

First, select the problem you consider most important

____

Second, make some notes:

What harm is being done because this problem has not been solved?

____

____

How does this affect you or your community or your state?

____

____

____

Third, using the above information, write a letter to a public official. Keep the letter in good taste--no sense making the person angry. Even a touch of light humor might help. Let your teacher check with you for punctuation and spelling errors before you send the letter, if you wish.

Occasionally, you will want to write a letter addressing a certain bill being considered in the local or the national legislature. The above outline can be helpful--just remember to include the number of the bill in the first sentence of the letter.

ANSWERS

Will vary

Strategy 2f - Continued

If you can't be bothered to learn the names of the official to whom you are writing, don't be surprised if you receive no answer. So do a little research and write the names of the officials listed below:

President of the United States ______________________________

Vice President of the U.S. ______________________________

U.S. Senators from Utah ______________________________

____

U.S. Representatives from Utah ______________________________

____

Governor of Utah ______________________________

Lieutenant Governor of Utah ______________________________

State Senator from your district ______________________________

State Representative from your district ______________________________

Mayor of your community ______________________________

(Names and addresses of your state senator and representative can be obtained by calling your local County Clerk's office.)

ANSWERS

Will vary

Strategy 2g: Write Business Letters

Choose one or more of the following situations and write the appropriate letter. Ask your teacher for help with the form, with spelling, or with the correct choice of words. Remember to capitalize and punctuate using the rules you have studied in different writing units.

SITUATION 1: Write a letter to the Capital Auto Supply Company, 240 South Second West, Salt Lake City, Utah 84111, asking for prices of hub caps for 1970 Fords, 1971 Buicks, and 1965 Chevrolets. You may also ask for other information and a catalog.

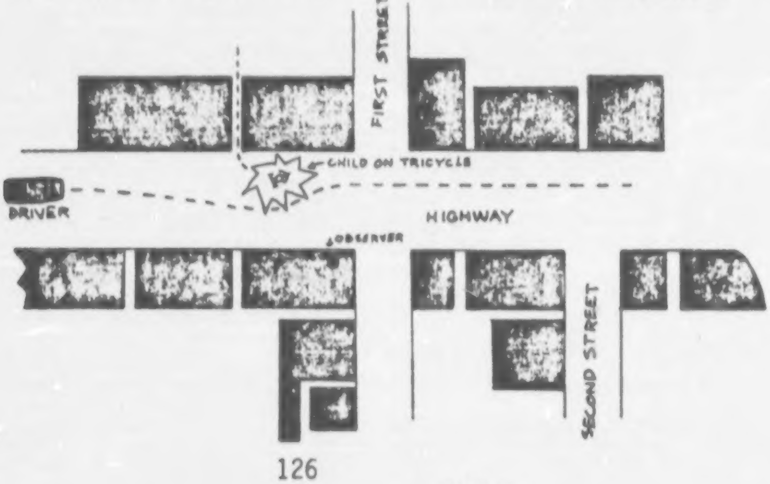
SITUATION 2: You've thought for some time that television programming has been getting worse. A show you saw last night on CBS has convinced you. Write a letter to the program chairman at the local CBS affiliate station giving your objections to the particular program.

SITUATION 3: Your grandmother has been receiving social security checks for the last two years. For the past two months, however, no checks have arrived. You have talked to someone on the telephone, but you decide that you had better follow up with a letter. Write a letter stating the situation--be sure to include all necessary information--including your grandmother's name and her social security number.

SITUATION 4: Think of something you have bought in the last few months. Imagine that something is wrong with it. (During this day and age, there may, indeed, be something wrong with it.) You must return the product to the manufacturer rather than to the store where you bought it. Write a letter stating what has happened to the item and what you want done about it. You may use a fictitious company and address for this exercise.

SITUATION 5: Write a letter asking for information about summer camp. You have some free time this summer and have decided to spend two weeks in the mountains--or desert or seashore.

SITUATION 6: Suppose that you were a witness to an accident in which a hit-and-run driver struck a small child on a tricycle. The sketch below shows how the accident happened. Write a letter you would send to your local chief of police describing the car and explaining how and when the accident happened.



Strategy 3: Address an Envelope for a Business Letter

The address of the person sending the business letter (the return address) is written in the upper left-hand corner of the envelope. It is included so that the letter will be returned to the sender if it cannot be delivered for any reason. For most business letters it is important to know if the letter has not reached the person to whom it is addressed. As with the business letter, the envelope should be typewritten.

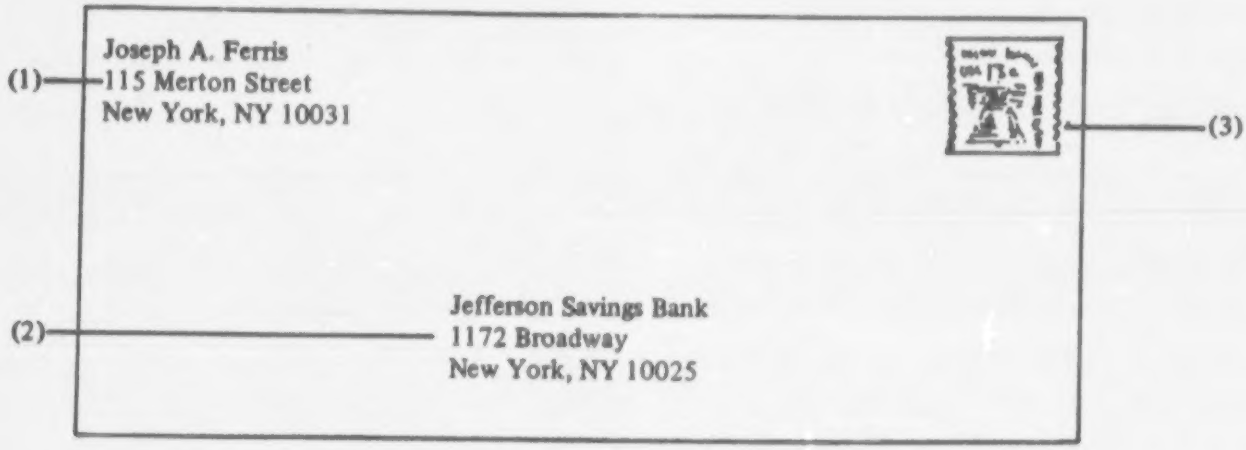
The address of the person who is to receive the letter uses the bottom portion of the envelope. It should:

a. begin just below the center

b. be centered between the left and right edges of the envelope.

c. include the zip code.

Below is a sample envelope.



Joseph A. Ferris
115 Merton Street
New York, NY 10031

Jefferson Savings Bank
1172 Broadway
New York, NY 10025

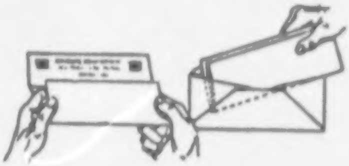
1. Return address
2. Address of person or company to receive letter
3. Stamp

Strategy 3 - Continued

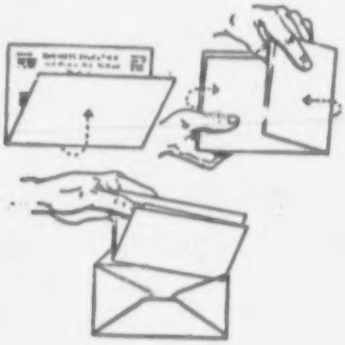
Most business letters are sent in the long envelope, but the smaller envelope is acceptable. See the following for instructions about folding a business letter.

Folding:

If you use a large rectangular envelope, fold the sheet in thirds with the writing inside.



If you use a small rectangular envelope, fold the sheet almost in half with the writing inside. Leave about 1/4 inch at the top. Then fold the paper in thirds and place it in the envelope.



Post Test:

Have student write a letter to Sears asking why the Christmas catalog ordered in the pretest has not been delivered.

(Again, teacher will subjectively evaluate the effectiveness and correctness of the letter.)

Writing Objective #12: Student will be encouraged to write for enjoyment.

A. Pretest/Post Test

None

B. Skills

1. Develop creativity through pleasurable writing
2. Practice previously learned skills

C. Strategies

1. Let student write for pleasure at least once a week. Use a variety of activities to stimulate writing.
2. Give recognition to student efforts by sharing well-written thoughts, paragraphs, or papers with the class. (Always get prior permission from the student-author.)
3. Share some of your own writing with the class.
4. Vocabulary/Spelling

   None

D. Additional Resources

1. Berbrich. Writing Creatively. Amsco School Publications.
2. Creative Writing. Allyn and Bacon, Inc.
3. Graham. Writing Power. Globe Book Company.
4. Shostak. Read, Write, React. Oxford Book Company.

Strategy 1: Pleasure Writing

1. Go back in your life as far as you can. Keep reaching...reaching... reaching. What is your very earliest memory? How old were you? Where were you? Now, write about this memory.

2. Listen to the record. Follow the words; feel the mood of the music. (Instructor: play If I Could Put Time in a Bottle) Think about some time in your life...some experience...some moment that you would like to put in a bottle and keep forever. Write about it.

3. Write down all the thoughts that are in your head right now--the ideas that are buzzing around, bumping into each other. Don't worry about punctuation, complete sentences--just write.

4. Change of pace mind-stretchers. (They may seem crazy, but try them!)

    a. If your family were a room in a house, which member would be the floor? Who would be the ceiling? The walls? The windows? What would you be?

    b. If your family were the lawn, what would the weeds be?

    c. If you were a kitchen utensil, what would you be? Why did you choose that? Would you be a pressure-cooker...a frying pan...a wok...a blender...a teakettle?

5. Oldies but Goodies

    a. You hold the winning ticket! You have just won the million dollar lottery. What are you going to do with your fortune?

    b. The world will end in twenty-four hours. How will you spend your last day on earth?

    c. You are to be banished to an isolated desert island. You may take three items with you. What do you choose and why? (Food, clothing, and shelter will be provided.)

    d. The President of the United States has asked you to give him some suggestions about changes that should be made in government. What suggestions do you have?

6. Random Thoughts

    a. Sometime within the next week, take a leisurely walk around your neighborhood. Notice the houses, the trees, the yards. Look at the people. Watch the children at play. Go home and write down your impressions. See how many details stand out in your mind.

Strategy 1 - Continued

b. Become a "people watcher." Go to a shopping mall or a park. Sit on a down-town bench. Take a pencil and note pad with you and write down your impressions.

> "Where is that man going in such a hurry?"
> "Why does that girl look so sad?"
> "What is in the big package that lady is carrying?"

7. You don't have to be famous to write your autobiography. Everyone deserves to be written about. Writing a history or a journal can help you put your past life in perspective. When you see where you've been, you can often see more clearly where you should be going.

This isn't something that has to be done every day--and it doesn't need to be completed.....ever! But get started--at least give it a try.

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Contains ditto masters of a variety of applications and other forms.

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A basic conversation book especially effective for students of English as a second language.

Goltry, M. Forms in Your Future. Learning Trends, Globe Book Company, Inc., New York, New York.

Contains a variety of forms.

Grobe, Edwin. Three Hundred Creative Writing Activities for Composition Classes. J. Weston Walsh, Portland, Maine.

An easy reference for composition assignments.

Hall, Betty. Utah Survival. Holt, Rhinehart and Winston. New York, New York.

A variety of forms, many of which are geared specifically to names and titles in Utah.

Klasky, Charles. Filling Out Forms and Following Directions. Lakeshore Curriculum Materials Company, Carson, California.

The looseleaf form of the book allows easy duplication of materials and it has really intriguing illustrations.

McKinney, Sandy. Spotlight Series: Writing. Random House, Inc., New York, New York.

Easy to follow workbook for students with eye-catching illustrations.

McVey and Associates, Inc. Finding Work. Follett Publishing Company, Chicago, Illinois.

Good guide for anyone looking for work.

Panwith, Barbara. The Art of Composition. Silver Burdett Company, Palo Alto, California.

A mini workbook. The strength lies in giving lucid directions and step-by-step sequencing for the writing process.

Robertson, M. S. *Using English*. Steck Vaughn Company, Austin, Texas.

Easy to medium grammar skills book.

Sandberg, Karl. *Creative English. Books I and II.* Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Wookbooks for beginning students in a high school program. Also useful for ESL students.

Scholastic Magazine Staff. *The Ten Step Guide to Better Writing*. Scholastic Magazine, Inc., Englewood Cliffs, New Jersey.

A step-by-step guide for writing an essay.

The Scope English Program. Scholastic Book Services. Englewood Cliffs, New Jersey.

A series of easy-to-use well illustrated booklets dealing with all areas of communication skills.

Vernado, Jewel. *Learning Our Language*. Steck Vaughn Company, Austin, Texas.

Very easy grammar lessons for ABE students or ESL students.